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CHILD WELFARE IN HOME, SCHOOL, CHURCH AND STATE

Third International Congress

ON

The Welfare of the Child

UNDER THE AUSPICES OF

National Congress of Mothers

and

Parent-Teacher Associations

APRIL 22-27, 1914
WASHINGTON, D. C.

PUBLICATIONS DIVISION
National Congress of Parents and Teachers
Washington, D. C.

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FIRST SESSION

HOTEL RALEIGH

WEDNESDAY EVENING, APRIL 22D

Eight o'clock—Opening Session

ADDRESS OF HON. WILLIAM JENNINGS BRYAN, SECRETARY OF STATE

"Each year we have occasion to welcome to our country a larger number of these organizations which are international, and it is certainly a sign of the world's progress when the thinking and well-intending people of the various nations join together for the promotion of that which is good for mankind. While these organizations now cover nearly every department of life and nearly every sphere of human activity, I doubt if there is one which is more fundamental, more far-reaching in the work that it has before it than this organization of which you are members. Because of the importance of your work, and because of my own deep personal sympathy with it, I am glad to be here to-night to speak a word of greeting. I am sure that there is no other capital in the world which would more cordially welcome you, for no other nation in the world takes a deeper interest than this nation does in all that goes to promote a world civilization. When I say that, I am not boasting of our nation; we would be ashamed if we were compelled to say less, for no other nation has received so much from the world as we have, and therefore no other nation is so largely indebted, and therefore under so great compulsion to make returns.

"I hope you will pardon me if I speak long enough to present just three thoughts:

"The first is, that the organization of such a work as this is a measure of the progress that the world is making. In a sense it is an altruistic work; it is a work being done where you do not see the immediate results coming back to bless you.

"There are two kinds of selfishness: One is prohibited; the other is commended. The short-sighted selfishness of the one who attempts to build himself up by tearing others down, or to secure for himself a larger share than he is entitled to of the joint product of the work, is a short-sighted selfishness. It is a selfishness that is condemned, a selfishness which one who possesses must be ashamed of; but there is a far-sighted selfishness,—that selfishness which is set forth in the commandment, 'Thou shalt love thy neighbor as thyself.' If one did not love himself, it would be of no special advantage to his neighbor that he loved him as he did himself. It is that far-sighted selfishness that embraces the interests of all, that teaches us that the only way in which we can permanently help ourselves is to help others also. So that the first thought that I present is that this measures the progress of the world, for the world is reaching out;

we are learning more and more as the years go by to count others in the plans that we are making.

"The second thought is, that you are working in a most fundamental way, and that you are taking an interest in that which powerfully appeals to every good heart. The child is the creature of its environment. It comes into the world without its volition. It has no way of shaping the conditions that surround it. It must be acted upon by forces that it neither selects nor can control. Therefore, as the child is the most helpless thing in the world, it is the thing that most needs the consideration of others.

"The third thought is that while this is an altruistic undertaking in a sense, yet in a sense it is a very practical thing, and a thing that brings back a return to society far out of proportion to the amount that is expended. We are learning that it is much cheaper to keep a child from going wrong than it is to bring it back and to recompense society for the injury that it has done. There is therefore no money that is more wisely spent than that which is spent in the care of the child, that results in its direction to good things. (Applause.) I believe that as we grow more intelligent, especially as we grow more enlightened (if I can use the word 'enlightenment' to describe that awakening of the heart which to my mind is of more importance than the awakening of the mind itself), we see that which is spent in starting the child right is that which brings the largest dividends. I have sometimes thought that if we could just see the death of a soul as we can see the death of a body, we would be more interested than we have been in the nurture of the spirit in the child. If we see one die suddenly, it startles us, and yet about us all the time are those who are dying slowly; dying slowly because they have not built upon a firm foundation, and because the ideals of their lives have not been what they ought to be.

"When we compare two persons, one so situated that all that is good is placed before him to inspire him; and then compare that person with one whose early surroundings have been such as to dwarf the spirit and to cloud the intellect, if not to make smaller all that belongs to man, we have sometimes to correct our judgment, we sometimes have to be more charitable to those who have sinned, because they have had little light.

"I am in hearty sympathy with every movement that has for its object the improvement of the conditions in which the world lives, but of all the movements, there is none in which we can take a more profound interest than in this one, that has for its object the giving to every child that is born a chance in life, a chance for itself (applause), a chance to make the most of its life, and giving to society the benefit of that child's energies, rightly directed.

"It is impossible to measure the difference between a successful life and an unsuccessful life. It is impossible to measure the difference between what man can be, and what man sometimes is, and it is the environment of the individual, more than anything else, that determines whether the life of the individual shall be a continuous progress toward higher things or a dismal descent to the lowest place that man can reach. You are engaged in a great work. God bless you and God speed you."

MRS. SCHOFF: I am sure we could not have had a more cordial and hearty welcome. Secretary Bryan has grasped the spirit of this great movement.

We are now to be welcomed by Commissioner Siddons, who is Commissioner for the District of Columbia. I take great pleasure in presenting Commissioner Siddons. (Applause.)

GREETING OF COMMISSIONER SIDDONS

Madam President, Ladies and Gentlemen: Standing, as the nation does to-night, in the shadow of armed conflict, we are happy to be able to turn to a great cause which your organization represents, a cause not making alone for the welfare of the child, but the welfare of the citizen of the future. We in the District of Columbia have especial interest in your gathering, for we understand that this international congress on the welfare of the child commencing its sessions to-night, received its impetus in organization from the National Congress of Mothers, and in that organization and of that organization we in the National Capital have especial claim to consideration, for one of its founders was the wife of a most respected citizen of the District of Columbia, and the corresponding secretary of that organization is the wife of another respected citizen of the District of Columbia. On behalf of the municipal government of the District of Columbia, we here share to the uttermost the larger features of your undertaking, so well expressed by Mr. Bryan just now.

The welfare of the child; the education of the child: Oh, how I remember the resentment, the rebelling, with which I read the story of the man who so little understood, so little appreciated, the nature of a child, that he applied a system of education that brought a son to ruin and a daughter to the brink of ruin. We have outgrown such systems of education, and your work, the work that you are now extending through this international association and international co-operation, is going to bring, to the education, to the training of the child, not mental or book knowledge that is requisite, but that larger knowledge of life itself that makes essentially for the children of to-morrow. And in that work and in that education, letting the child feel always and constantly the joy of life, the joy of living, and in doing so, expanding its spirit, its soul, its mind, until it shall reach in very truth the stature of a citizenship that for our own country, and for all the countries of the world, shall make for honor, for peace, for the best manifestations of a Christian civilization.

I bid you a hearty welcome. (Applause.)

GREETING BY DR. P. P. CLAXTON, COMMISSIONER OF EDUCATION, DEPARTMENT OF THE INTERIOR

Madam Chairman, Members of the International Mothers' Congress: It is with great pleasure that I join in the welcome which has been extended to you to this city, the Capital of the United States. We hope that it may be said in this sense to be the capital for the present of the world. There is no good fundamentally and primarily, except the human good. There is no welfare except in that a thing will minister to the weal of man. Everything in the world takes its value in the markets of the world, in proportion as men and women and children increase, and in proportion to their standards of morality and intellectuality. Their lands, coal mines, products of minerals, or whatever they may be, forests, water powers,—everything, find their values in relation to humanity. The mother works with children; her interest is there, and therefore she has to do with that which gives value to everything else in the world. All the nations of the world now realize this to an extent; every country that wants to increase its wealth, its material wealth, attempts to do it either directly or indirectly through the schools.

I have this week been attending the meetings of the Vocational Education Commission recently appointed by the President of the United States. They are thinking of that which will in-

crease the wealth, the commercial wealth, will add to the effectiveness of the factory, through skill in the hands of those who work there. But it all comes back finally to the child, and not merely to the child as a machine, or to the man or woman as a machine, but as a human being, with brains and intellectuality directing each pair of hands. So you are dealing with the fundamental thing, a certain thing, the only thing worth while, and to which all other things minister and from which they find their value in the ministering thereto.

Nations have thought, and people have sometimes thought, the education of the child depends principally on the school, and we have a tendency to forget that the school is only a supplemental educational agency, one that for all of the people has come into existence only in very recent years. It takes the place only of that which the home finds in its complex life it can not do, performs a function that was at one time performed probably by some agency that can not fill its functions quite so well now in these recent times. But the home remains the central educational agency, the one that deals with the little child first, that deals with him most, that has him after he has left the school. The great majority of the children in the United States—I have been astounded recently at the result of my own calculations as to the time the children remain in school in the United States. Some of us have a feeling, I think, that the child who attends school with some regularity, spends all of its hours in school practically. The children of the city of Washington who attend school every hour that the school is in session, spend nine hundred hours a year; there are 7,760 hours in a year; the children of the United States on an average attend school five thousand hours between birth and twenty-one. That includes those who attend the high school and those who go to college. There are 184,000 and more hours between birth and twenty-one. Of waking hours—all children sleep, on an average of ten hours a day—there are 109,000, and the children are in school 5,000, and they are out of school 104,000, and all of the hours not waking hours—sleeping hours—are in the home and the care of the child in the home, its food, its clothing, the regime of the home, the way the mother deals with it, the way she teaches it to respond to the ultimately fundamental experiences we know have to do more with making the child's life than all that the school can ever do for it without this. The wisest of teachers have understood that, and every great educational reform of modern times has been around that principle, trying to get back to a proper co-relation of the home and the school, and of the school with the home, so that these fundamental experiences of the child during these first years of its life, when it comes in contact with the earth about it, and begins to know something of the heavens above it, the going and the coming of the seasons, day and night, darkness and light, cold and heat, rain and sunshine, and the sun and the stars, and the growing plant life, and national life, and the fundamental social relations—those simple ones in the home, and with the friends of the family, and the beginning of economic life, that the child learns in the home, and all of these things that make up the raw material that the school teacher who is wise will use, and that every teacher, wise or not, must use, if anything comes of final value out of the exercises and the hours spent in the school. And the mother has to do with these. In those first years that the child is so sensitive to everything about it, when it responds to it with such a degree of sensitiveness, and it remembers tomorrow, and the next day, so keenly the experiences, and in a year or two they are all forgotten, and if now we attempt to recall them we can not remember those experiences that then meant so much to us. What became of them? Probably unthinkingly we suppose that they are shed off, that they go out of our life like water off the

back of a duck, but I think a more careful consideration will convince us that they have struck in, they have become a part of our very selves, organized so closely that we can not distinguish between ourselves and them. They have made the thing that we call "nature," or at least second-nature. They are the things—those experiences become organized probably unconsciously to those about us, and who have thought they were our debtors, have become of persuasive importance, the means of ideals by which we interpret everything else that happens in our lives, and gives a meaning therefore to all of our experiences, and the mother has to deal with them. Then when the child is in school, after those first few years in the home, it is in school, as I have said, only the nine hundred hours at most, on an average six hundred hours in the year, leaving a good eight hundred or a thousand out of school, and they are playing about the home, or living under the home conditions on the vacation day and the holiday, and the mornings and the evenings of the school days, carrying the home atmosphere and the memories of the home into school, what happens at home in the morning and the evening determining much of the school life, carrying the mothers' blessing with them, and a volume of mother love into the school, or the disagreeable conditions of the home, even the school work being dependent on the character of the home for its being done successfully

One day I heard a teacher say to a little child, "Why didn't you study your lesson at home," and she scolded the child for not preparing the lesson at home; the little child answered,—I shall never forget—"How could I? Father and mother and the seven children are all in one room, and the children were crying, two or three of them, and there is only one little table and one light, and how could I study at home?" The aiding of the lessons assigned by the school at home depends upon the home condition.

Most of the children leave school in this country to-day about fourteen, before the time of real education has begun, before it can begin to form those ideals that are to be ideals through life, before it can leave out those fundamental principles, great universal truths, that must be the guide of the men in a self-governing country like this, in a political democracy, industrial democracy, social democracy, religious democracy, where every individual has his own destiny in his own hands, where he can follow no leader, and where new problems arise every day, that can not be solved by imitation, can be solved only by a comprehension of principles. Children are out of school before the time comes when that kind of education can be had, and the most important of all education is again thrown back on the home and on home conditions, and the mother is the teacher in the home.

I like to repeat what Browning says, —this is the sense of it, at least—that while men are interested in the affairs of life, women are interested in life itself. They have to do with life. While men are making the means of living, women are thinking of living, and they have to do with the children in those formative years when their characters and their destinies are being made. It is for that reason that, with the co-operation of this Congress, I, as Commissioner of Education of the United States, have been so glad to encourage in the Bureau a division that we call the "Home Education Division," where we are attempting to do a few things, first, to give to parents some kind of instructions as to how to deal with their little children in those very earliest years, how to care for their physical life, because the first principle in education is the establishment of physical health, and nothing else can count for much if physical health is not established. A man or woman with all the knowledge and all the ideals possible, who, because of lack of physical health must stand forever on the brink of action, is unable to plunge into the stream of action, counts for comparatively little

in the world. You know the story of Jamie, who came home having won the medals in the college and university, but with the hectic flush on his cheek, and in a few short months they buried him under the lilac bush, where his parents and the neighbors gathered about him in solemn pride, as they laid him beneath the sod; but I thought it might have been as well for Jamie, and probably better for the world, if he had won fewer prizes and had lived to put into operation the ideals that he had received, and to use his knowledge effectively for his own good and for the good of the world. (Applause.)

The establishment of physical health depends very largely upon the child in the home. We have to-day in the Bureau of Education, a Bureau of School Sanitation and Hygiene, and we have been doing something at least for the health of the child in the school, trying to bring it about that the school room should be clean and healthful, and that the dust problem should be solved, and the problem of the contagious diseases in the school.

But it occurred to us that children can not be healthy and well in school if they are sick at home the day before or the evening before. Therefore, if we would look after the health of children in the school room, it behooves us with equal or even greater diligence to improve the health conditions of the children in their homes, and to give the parents some idea about their food, clothing, and shelter, and how to deal with the beginnings of life, how to establish moral habits, ideals of cleanliness, and what these mean for the child in the world, and if we can, to make good preparation for the high ideals of childhood. For everything depends on the child's activities, as the great Secretary of State has just said, depends on the environment of the child, and the relation of the child to that environment. To make the place where the child is wholesome and clean and pure, and then to see if we can give some kind of love to bring together the parent and the teacher after the child is in school, and the teacher holds in her hands the happiness, the welfare of the parents of the children in school. The teacher therefore should have the entry to every home, and if there be anything to the family for good or evil, the teacher should know it. (Applause.) I have sometimes thought it should be the father and mother confessor, rather than someone else should know what to expect of the child, what tendencies the child may have, should be familiar with the home in every possible way, should have come and go, and know everything about it, the mother and the teacher working together for the education of one child, home life, school life. The child leads a dual life in our schools, as a rule, but the two should be brought close together. The double strands should be woven into one web, and that can be done only by a right understanding of the teacher and the parent in regard to the child.

Then, last of all, to take these years at school, the golden period of youth, the period of adolescence that I spoke of a moment ago, when ideals are formed, when principles can begin to be understood, and to see if we can direct the parents in some sort of way toward the right education of their children.

We are just now about to issue some courses of reading, prepared in this Home Education division, to be sent to every school in the United States, and through them to the parents in the homes. We have courses and books well chosen for children from fifteen up to twenty or twenty-three or twenty-four years of age, to try to direct their reading, give them higher ideals, books that will inspire them. Now you are helping, you members of the National Mothers' Congress, members also of this international congress, by co-operating with the Bureau of Education in doing that work, and as Commissioner of Education, I rejoice in the opportunity to co-operate with you, because after all, you have

in your hands, as you have already been told, as I heard when I came into the hall, the destinies of the children, the welfare of the United States, and I hope that this international congress may bring it about that no child born into the world shall be denied the opportunity to attain to the greatest amount of happiness and the largest degree of service to itself and a service to the world that is possible for that child.

I happen to be democratic in every fibre; I look to the time when democracy shall come for all the world, in the true sense (applause); but if democracy has any meaning whatever, it is this: equal opportunity to every child, equal opportunity to all of the children of all of the people, to prepare themselves for life, for making a life, and for service to their fellows, and for their eternal destiny; and that should be the purpose, as I believe it is, of the International Mothers' Congress.

I welcome you to Washington. (Applause.)

LAYING FOUNDATIONS OF RACE BETTERMENT

Mrs. Schoff:

On behalf of this international gathering, I wish to express our deep appreciation for the welcome—the wonderful welcomes—that have been given to us. I also wish to express to every department of this government of the United States the appreciation of all of the fathers and mothers and teachers of the United States who are allied in this great movement for the wonderful help that they have given to us. The five great divisions of the Government, the Department of State, the Department of Agriculture, the Department of the Interior, the Department of Labor, and the Department of the Treasury, have all lent their help in making this meeting a wonderful meeting, and you will hear what the Government is doing for the homes and for the children.

I also wish to express our appreciation to the governments of other nations who have sent to us their representatives. We have with us a representative from the Republic of China; we have a representative from the government of Bulgaria; we have representatives from the Council of Mothers of Japan; we have representatives from all of the South American countries who have accepted invitations to attend this gathering, and we therefore extend to them our gratitude, because this Congress is equally interested in every child in this world, for we recognize higher boundaries than those that we make on earth; we know that we are all children of one Father, and that every little child born into the world has unfathomed possibilities for good if we can only lead and guide them in the years when character is forming. We believe that in this work of education of mothers and the fathers to believe in the possibilities of children, and to train them rightly, that we shall raise the standards of humanity, as can be done in no other way. (Applause.)

It is not that we wish to create a large organization, that we ask the nations of the world to come together. It is not because we wish them to join us, but as we go through our country and see what this organized parenthood of the nation has already accomplished, we feel that no nation can afford to be without the organized help of the parenthood of the nation in protection of the childhood of the nation, and so it is for that purpose that we are using every effort to get all of the nations of the earth to adopt this movement. We also believe that in the end it will tend more to universal peace than can anything else The little children draw us together, and as we come together thinking of them, we forget our differences and come closer and closer, learning to understand each other better.

To the delegates from many States in this Union—almost every State—I extend our appreciation and our welcome. The governors of almost every State have sent delegates to this convention. From the Pacific Coast and from the southern part of our country, and from the east and the west, the north and the south they have come, a most representative gathering, to consider the interests of the little child. We want to keep this little child in our midst during this week. It is the one interest that has brought us together, and we are to consider it in its many phases.

You understand well that there are four agencies that shape the opportunities for the children: the home, the church, the school, and the state; and therefore in our program we give two days to the home and child-welfare, because the home has more to do with child-welfare than any other agency; we give one day to the church and child-welfare, one day to the school, and one day to the state, because the government makes the conditions under which our children have to live, and we who are deeply concerned in this movement are studying what these conditions are.

In welcoming and responding to these greetings, and in welcoming you, it is due to the founder of this congress—one of the founders—Mrs. Theodore W. Birney, that I should give the words—a few of the words—that she gave when this congress met eighteen years ago in this city of Washington. Mrs. Theodore W. Birney went to Mrs. Hearst, as you know, and arranged for the first Mothers' Congress to meet here. She said in that first meeting: "First, then as to our object: The age in which we live is, as every one knows, an age of 'movements'—it is a time of specialized work and of organized effort. . . .

"It has therefore seemed to us good and fitting that the highest and holiest of all missions—motherhood—the family interest upon which rests the entire superstructure of human life—and the element which may indeed be designated as the foundation of the entire social fabric, should now be the subject of our earnest and reverent consideration. I refer to what is called child study—that broad, deep theme, most worthy, in all its varying phases, of our study and attention, because the fundamental one.

"This is a time known pre-eminently in the history of the world as 'woman's era.' Much has been said and written in these latter days about woman's higher education and her extended opportunities, so much that we have failed to hear the small voice appealing to us in behalf of childhood; yet how, I ask, can we divorce the woman question from the child question? Is not the one a natural, logical corollary of the other? Let us then consider for a moment some of the needs of childhood.

"There is good literature, many books and articles pertaining to child culture and kindred topics, pre-eminent among them the thoughts given to us by that friend and benefactor, the great and good Froebel. When a mother in her own home applies what she may learn from these books, reverently studying the threefold nature of the immortal being committed to her care, she will acquire the truest, finest culture the world can offer, and then knowledge will be added to love, mother-patience, and gentleness—attributes which transcend all learning.

"It is because most women have not had the knowledge and training which would enable them to evolve the beautiful possibilities of home life that they have in many instances found that sphere narrow and monotonous.

* * * * *

"Human nature is another fictitious excuse to rapid progress in bettering social conditions. It is claimed with zeal which merits a nobler utterance, 'You can't change human nature.' How old, how trite the cry, and yet how false! Human nature changes constantly, and if we doubt that it may be changed for the better, a glance at

the pages of history will dispel such doubt.

"Let us have no more croaking as to what can not be done; let us see what can be done, and above all see that it is done.

"This is in no sense a sex movement, nor has the appeal to take up this child culture and kindred topics been made to mothers alone. Men have a thousand imperative outside interests and pursuits, while Nature has set her seal upon woman as the caretaker of the child; therefore it is natural that woman should lead in awakening mankind to a sense of the responsibilities resting upon the race to provide each new-born soul with an environment which will foster its highest development.

* * * * *

"The love of childhood is a common tie, which should unite us in holiest purpose, and on this common ground of our beautiful national capital let us devote our best efforts during these three days to a prayerful consideration of our highest objects, and go forth determined to bring the work to full fruition.

"The mental attitude of the world to-day is one of receptivity; never before were people so willing to accept new thought from all sources. It has been truly said, 'To cure with the voice of the past; to prevent, the divine whisper of to-day.'

"May the whisper grow into a mighty shout throughout the land until all mankind takes it up as the battle cry for the closing years of the century. Let mothers, fathers, nurses, educators, ministers, legislators, and, mightiest of all in its swift, far-reaching influence, the press, make the child the watchword and ward of the day and hour; let all else be secondary, and coming generations will behold a new world and a new people.

"Untiring, universal, individual effort, with such organization only as may prove helpful, will build a bridge upon which struggling humanity may safely cross into a new land, leaving forever the old, with its unending reformatory movements, its shattered homes; and the keystone of that bridge will be maternal love, while in that fair domain the splendid edifice of the new civilization will bear the corner stone of home."

And in response to the address of welcome, Mrs. Mary Lowe Dickinson said in part:

"With men the power of co-operation is felt primarily in outward and material things; with women, in inward and spiritual concerns. Men unite in enterprise with other men who can supply the necessary sympathy, and the energies to produce practical results are required by both."

We have 29,499,136 children in the United States, who are under fifteen years of age. One-third of the entire population is composed of children under fifteen, and seven out of eight are white; 102,507 are foreign born white children, that is, one per cent. of our population and one-fourth of all the children in the United States are children of immigrant parents.

Now, those children are the children who are going to be the citizens of our country a few years hence, and we who are studying the civic and the social conditions of to-day, realize that a new generation is coming rapidly forward, that our best way to attain the things that we wish to attain, is to put into the hearts of these children the ideals, and the knowledge of how to live up to those ideals, which will make a change in things in which we have failed in this generation. It means constructive, well-defined, organized educational work. It means educated parenthood, because it is to the mothers and the fathers in this country that we must look for race betterment.

A conference was held a little while ago, said to be the first conference in the United States on race betterment. That could not be the fact, when for eighteen years this organization has been working for race betterment (applause); and the only way race betterment shall come is through educated parenthood. These are the things that we have to consider. We know that

we can save more than half of the children who die, by educating mothers, and we believe by this work that we in this country are going to save two hundred thousand babies in a year. The National Congress of Mothers has, through its Child Hygiene Department a well organized system, whereby it expects to reach one hundred thousand babies and another one hundred thousand through the Bureau of Education, Home Education Division of the United States. A letter is going out to-day by the thousands, asking for the names of all of the mothers of babies. The Public Health Service of the United States has published a little pamphlet on the care of the babies, and that little pamphlet will go to all of these mothers all over this country.

Now, if we can save to America one hundred or two hundred thousand American-born children to live to be the citizens twenty-five years hence, if we can educate the mothers and fathers of these two hundred thousand children, do you not think that we are performing a service to this nation? We are performing a service that no one else can perform. The government of the United States wants to reach these people, yet its pamphlets are piled up on the shelves, and many of the people know nothing of them. We are the distributing agency for this knowledge that is going to the parents. The first step toward race betterment is an understanding and belief in the possibilities of the child, to believe that there is not a child that needs to be a criminal child, and that I earnestly do believe after having had many thousands of the criminal children before me. (Applause.) There need not be men in prisons if you will give every child the chance, and if there are men in prisons to-day, and if there are defectives, it is because we have forgotten that first time when we could save these little children. (Applause.)

The first thing we must do is to make people believe in the possibilities of humanity, for that is the first step toward race betterment. And the next step is to educate the people to understand the life of the child, his physical needs, what we must do in constructive work in these first few years, developing the quality that is in him, and knowing how to do it, then there will not be as many blighted lives. (Applause.)

Making the schools fill the needs of the children, making our States deal better with the children than they ever have, will go far to promote child-welfare. We hope to a see a child-welfare commission in every State, studying the conditions of the children, and reporting to the legislatures. (Applause.) The legislature meets year after year, and it does not know how many children have gone wrong in the State, it has no report about what is done for those who have gone wrong, but it appropriates money to run the prisons, yet does not see whether the prisons are doing any good. That is why we need a Child-Welfare Commission to study the conditions in the State, the conditions that affect the child, and report to the government or legislature. The public school is not the only thing the State should supply, and reformatory institutions are not the only duty of the State to the children.

We must have mothers' pension laws that will stop child labor and truancy. (Applause.) Every child must have the benefit of a mother. If the mother is fit to have the care of the child, poverty must not keep that mother away, because that is false economy.

We must study all of those questions here, and the mothers are those who can study them, because into the mother heart has been put an understanding of child nature. Mothers must reach out and study all of these questions in the community.

Those are some of the things that we in this Congress are working for in a world-wide international way. Since the last Congress met here in Washington three years ago, many things have happened to encourage us. One of the resolutions passed three

years ago at this meeting asked that the Department of Education should establish a Home Education Division. We hardly dared believe that three years would bring that about, but owing to the fact that there was a commissioner who understood the need of it, it is an accomplished fact to-day. Perhaps we can resolve some more things that, in three years, will be accomplished, as that has been accomplished.

We have also a National Congress of Mothers organized in Cuba, which is working just as we are; in the Argentine Republic, in China, and in Japan, this movement has extended. I would like very much if I had the time to go into the details of the work of the last three years, but there are others here to-night whom you want to hear. My report will cover these points.

All the officers of this congress will then give their reports. They will tell of the work done, and it is a wonderful work, because this is a working body. (Applause.) I hope that many of you will come in the morning and listen to the reports of the great work that has been accomplished. (Applause.)

We have the First Secretary of the Legation of Panama with us, Senor Don LeFevre, who will now bring us a greeting from Panama. It is with a great deal of pleasure that I present him. (Applause.)

GREETING FROM PANAMA

Senor Don LeFevre:

"My heart is full of genuine pride in having the honor of addressing this select gathering. I cannot conceive of any thinking person who would not consider it a special privilege to participate in this Congress. Neither can I imagine any one who cherishes lofty ideas, whatever his nationality, whether American or foreigner, who would not rejoice in seeing that the vast and important scope of this noble organization is getting larger and broader every day, and that it is not bounded by the forty-ninth degree of North Latitude nor by the Rio Grande. As I understand, the scope of this Third International Congress is not only America: it is the world. Its aims are not limited to the present but they are also directed to the future. Its work does not cover merely the generations of to-day. Its benefits will be extended to those generations of to-morrow and ever after. It does not labor exclusively for the interests of a race nor of a country. It has in mind the interests of humanity.

"For all these reasons, I beg leave to convey to you a message from my Mother land, for I am positive that you have the good will and the warmest sympathy of the mothers of Panama. Mothers will always understand mothers, and although the word 'Mother' is spelled and pronounced differently in other languages, it has the same meaning in all lands."

Mrs. Schoff: I feel that all of America should be a very united country, for we all feel very near to all of our American sister nations.

We have with us to-night Senor Mendez, who is the Envoy and the Minister Plenipotentiary of Guatemala, and I take a great deal of pleasure in presenting him. (Applause.)

Senor Don LeFevre: The Minister from Guatemala has stated that his voice is not particularly good to-night, and has asked me to read his speech. (Applause.)

GREETING FROM GUATEMALA

"Mrs. Chairman, Ladies and Gentlemen:

"It is with the greatest pleasure that I am carrying out the request of my Government to declare its very deep appreciation of the praiseworthy and far-reaching purposes of the Third International Congress on the Welfare

of Children, a congregation as numerous as it is select of philanthropists and the learned from all parts of the world and to which I now have the honor to address a greeting full of my highest regards and respect.

"The distinguished Board of Directors of the National Congress of Mothers, under whose auspices this well-doing and important society carries out its work, has kindly asked me to say something to-day about the protection given and the interest taken in the welfare of children in my country. I could not possibly have excused myself from the honor done me, not only because it is always such a pleasure to be attentive to the ladies, but because although my country is small relatively, on account of its territorial extension and the number of its inhabitants, yet it occupies a very worthy position among the nations that manifest the greatest protection and the highest interest towards mothers and towards children.

"If I tell you that Guatemala, with an area of nearly 50,000 square miles and a population of a little over two million inhabitants, is about as large as the State of Alabama or Louisiana or New York in extension, and with a population similar to the first of those States or that of Iowa, Minnesota, North Carolina, Tennessee or Virginia; if I tell you that it is separated from Louisiana by the nine hundred nautical miles that form the width of the Gulf of Mexico, it appearing on the map as if in the times gone by our coasts and yours may have formed a very beautiful Atlantis; if I add that there, as here, we have beautiful children, healthy and good, it is because we also have self-denying and able mothers, and in legislation, maternity institutions, orphan asylums, schools and all great stimuli to children, we do not deserve to remain behind the nations which are most advanced in the matter of protection and interest in favor of woman and child, the most admirable part of the human race; it will not be necessary, without doubt, for me to beg of you to excuse the lack of modesty in my words, attributing them to an excessive love for my country, because what my country offers to the consideration of all those who appreciate that kind of progress is visible to the world, and as a matter of fact that kind of progress tends to really show the positive state of a people's culture, for it is the symbol of its respect for human rights, its high spirit of altruism and its earnest desire for the happiness of its populators and to prepare the basis of its future.

"Concretely, I beg to inform you that in affairs of such vital importance for a nation, the civil laws of Guatemala provide with the greatest dexterity for the rights of the child even before its eyes have seen light; they assure them for it at its home in regard to all its physical, moral and intellectual necessities and when the State takes it upon itself to initiate it in the first notions of knowledge by means of the gratuitous and obligatory instruction it prepares it to be a good citizen, as our law of public education says: a worthy member of a cultured, republican and free society.

"There are over 1500 national primary schools which are attended daily by over 60,000 pupils, and instruction is so widely extended that the smallest town or village is not exempt from it, and a school exists even in the plantations which have a certain number of children on it. Our primary instruction, which includes the compulsory practical learning of English and French, has a certain spirit of encyclopedicalism, but it pays great attention to the moral education and to the physical development. Chastisement is prohibited and punished by law; it is stimulation, good example and virtue in action which undertake to correct wrongdoing by preventing it. And as a great stimulus we have the Feasts of Minerva, a sumptuous evocation of ancient Greece, which are celebrated in an artistic temple modelled after the classical lines of the Parthenon. In the City of Guatemala the last three

days of October close the yearly courses, and eight thousand students, after having saluted the colors of the country, glorify the memory of certain of the illustrious men of the country and, in the presence of over one hundred thousand people, they watch the handing over of that beloved flag to the boy, who by his conduct and progress has surpassed all his comrades in the city; and the girl who has done likewise in the schools of her sex, is honored by the distinction known as the 'Laurel of Gold' being deposited in her care for a year. The foreign colonies join the natives, fraternizing in their demonstrations of the greatest enthusiasm on account of the triumphs of the children; pupils are given books, toys, flowers and fruit, and a great lunch is prepared for that multitude of little ones, where the honors are rendered by the most distinguished ladies of the society of the Capital who take great pride in rendering them.

"To protect those in poverty we have well-served institutions, where the needy are attended to with great care. In an institution recently inaugurated, which formed the work and idea of the mother of the President of that Republic, forsaken women in the august moment of about to become mothers are cared for, and last year in that institution of maternity, 'Joaquina,' three hundred and eighty children were born, a complete outfit was given to each one of them and also a purse with money, and opportunely they were christened, the god-mother or god-father according to the case being one of the ladies or gentlemen of society, who by the spiritual relationship undertook to look after the future of this new being. Foreseeing that the poverty of some mothers would not allow them to give the child the proper nourishment, the 'Drop of Milk' was established, an institution where the milk duly pasteurized and coming from healthy cows is given to them free.

"In the matter of foresight nothing reveals this public virtue more than the founding of the Institute for Vaccination against small-pox, this institution having produced enough fluid to immunize, against that epidemic, all the inhabitants of the country, and at present only a few remain who have not been immunized, as there is a law declaring vaccination obligatory and persons who have not complied with this law are forbidden from making any kind of a contract and cannot hold any government position or in any private office and is fined: few countries can say that much referring to its salubrity. In the hospitals, the children's clinics are the ones that receive most attention.

"And if with the normal and the sick child so much delicacy is used, the same care, without any lack of affection, is taken with the one who should unfortunately transgress, which is relatively rare; the House for the Correction of Minors caused a schoolboy to say, when he was referring to its founder, that 'even with the bad children he was good,' because there they are separated from vice by adequate care.

"The very cultured ladies that are kind enough to listen to me are carrying out a great work for civilization, because all that is done to benefit the child of the present is the basis for the perfection of the nations of the future; please allow me to thank you in the name of my country, at this moment in which the gratitude of the nations must fill with satisfaction your generous hearts.

"This is the message sent through me by President Estrada Cabrera of Guatemala, one of the philanthropists and one of the philosophers who studies most deeply, appreciates and reforms all that which concerns the welfare of the child in its home, at school, in the State and in that society full of affection which he has known how to form for the child in the hearts of his compatriots, and in the protection which he has succeeded in constituting for the coming generations through all these true national institutions."

Mrs. Schoff: Our next speaker is the delegate sent by the Bulgarian Government. We all have known well of the serious troubles of that land, and it is with very particular pleasure that I present to you Mrs. Zoritza D. Furnajieff, of Bulgaria. Her husband was one of the five delegates sent by the King to arrange for the peace treaties in London; her people have been among the leaders of Bulgaria for many centuries. She came to this country to ask the help of the National Congress of Mothers on behalf of the mothers and children of her nation, and she received a cable message from her government to stay and bring a greeting to us to-night. I present to you Madam Furnajieff, of Bulgaria. (Applause.)

GREETING FROM BULGARIA

Madam Furnajieff:

Members of the Third International Congress on the Welfare of the Child:

I consider it a great privilege and pleasure to bring to you the greetings of the Bulgarian Government, and that of my own dear people in Bulgaria. Bulgaria is a small country, not larger than Massachusetts. It does not have more than five million people, but Bulgaria loves America, and wishes to express to America her gratitude, for America has been to us the greatest and best friend. (Applause.) The best friend, because whatever America has done for Bulgaria has been done for the pure love of humanity, pure love of Christ, and not with any selfish political interest. (Applause.)

I wish to mention before you to-day the reasons why Bulgaria offers to you her gratitude. It is for these reasons: The very constitution which we have was in imitation of the Belgian constitution; the Belgian constitution was in imitation of the American constitution, and thus Bulgaria has copied directly your constitution. (Applause.) This has given to our people the democratic spirit; this has given to our people religious liberty. Bulgaria is the only country on the Balkan Peninsula that has religious liberty. (Applause.) Thus through this religious liberty Bulgaria has been able to rise higher in many ways than the countries around us.

The second reason why Bulgaria owes you a great debt of gratitude, which I bring to you, is the missionary work done in Bulgaria. You will find no missionaries in the countries around us in the Balkan States, but Bulgaria opened her doors and arms and welcomed them. They brought to Bulgaria the richest, best ideals, the staple life of America, and this helped our country to stand on the best foundation, for indeed the missionaries in Bulgaria have been to us the greatest and noblest exponents of love and good. (Applause.)

The third reason why Bulgaria is grateful to you, is for the educational help which you have given to our country. You have sent to us by the missionaries also professors and teachers who have opened colleges and schools in our country; also the two schools in Constantinople, the Robert College for the boys and the American College for Girls, which is my alma mater (applause), to which I owe a great debt of love and gratitude. Thus these colleges have been able to bring to our people the very satisfaction, the longing of their hearts for education. The Bulgarian people being oppressed for five long centuries under the Turkish Government, have been the very people for this education, for they longed for the chance for education, for liberty. They found that the missionaries and the American teachers were ready to give them the first lift, even when under the Turkish yoke, for the only schools allowed in Bulgaria fifty years ago were the American schools, established by Americans, who have helped us to satisfy the need of our young for

education. Through these colleges and schools, America has been to us a helper, just as a wise mother lovingly helps an innocent small child.

The fourth reason why Bulgaria owes you a debt of gratitude is that of the American literature which has been translated into Bulgarian, and which is also being read in English by the different graduates from the different schools. It is a great pleasure for me to say that one of the noble ladies here, whose book is already translated into Bulgarian, is Miss Elizabeth Harrison, author of "The Study of Child Nature" It has been a great help to our teachers; it has given a new ideal to appreciate the child and to know how to treat it. (Applause.) To the English-American literature we owe a great deal, in up-lifting our ideals and ideas into higher and better form.

The fifth reason why I wish to express to you the gratitude of our own country is this very meeting which you have,—a Mothers' Congress for the welfare of the child. Bulgarian mothers love their children as you do your own. You will find many a mother willing to sacrifice herself, willing to go and work hard to be able to raise her children to give them the chance and opportunity to receive a higher education. A mother in Bulgaria will understand you in your love, for, indeed, the love in a mother's heart is always the same, for it is a love that is implanted by God, the Father of us all. (Applause.)

During these times of great sorrow, when to Bulgaria have been left 78,000 fatherless and orphan children, the Bulgarian mother is trying to do the best she can for those little ones that are lonely in the world. We feel that your influence, that your love through your literature, through your sympathy, will do a great deal for those children that need mothering, that need love. They are the real capital of a small nation. As I was hearing that you may have a war, I have prayed before God that He spare you the war, for that means children in Mexico and children here that will have to be left orphans, a thing which is the greatest sorrow that can come to a nation.

This congress of mothers indeed links us together, helps us to understand the needs of the children, and through your literature we shall try to do all we can, for the benefit of our own country.

I consider it a high privilege that my government appointed me to stay to this congress, for I shall be indeed very greedy to take all I can from here, to our country, in order to be a help to our country. The very prompting which brings our Mother Queen to your great country of America is this very same idea, that knowing that she shall get the best methods, the newest methods, which you have in your institutions, and in your settlement work, that she may, by her influence and power, bring those methods to our small country, Bulgaria, that all that starts now shall be started on the best foundations

Mothers of this country, delegates to this congress, I wish to express to you the gratitude, the great debt of gratitude that Bulgaria owes to you for these reasons. (Prolonged applause.)

Mrs. Schoff: There is another nation which is interested, as we are, in its homes and in its children, and that is China, which is going forward in such wonderful fashion. China has sent to each of these International Congresses a delegate. It has sent men heretofore; this time it said that it would send a woman, and the government of China cabled the Department of State, appointing Mrs. Pingsa Hu Chu, the wife of one of the educational directors in one of the provinces of China, who is here studying our educational methods, as the delegate for the Republic of China. I take a great deal of pleasure in introducing Mrs. Chu to you. (Applause.)

GREETING FROM CHINA

MRS. CHU:

MADAM PRESIDENT, LADIES AND GENTLEMEN:

The greeting from China is brief, but very warm and sincere. China as a nation is old, and an old nation is like old men who have experienced much and know what is relatively more important in life, and in what is least important. So China, for she is interested in all the modern movements, responds to your call at once with marvellous promptness. This time she agrees with you more than ever that the children of to-day are the men and women of to-morrow, who alone will hold the distinction of the future, and she sends you a woman delegate, a thing she never did before, and she has never done to any other organization. (Applause.) It shows how deeply she is interested in you, and how willingly she wants to co-operate. But China as a republic, as a new modern nation, is young, young and ignorant, young and inexperienced, just like her delegate. (Laughter and applause.) But she is eager to learn and ready to be taught at any moment. So this is both my intention and the wishes of my government, to learn as much as possible in this congress, and if possible, through personal acquaintance, to know some of the wonderful works the members of this noble assembly have done outside in the world, and to some of the theories that may inspire us to a higher standard of life and a nobler purpose of living. China has very little to give, but she is happy to participate in this great world-wide movement, and I, for the first time in my life, feel that I am really a citizen of the world in this lovely circle of mothers. (Applause.)

Need I say that China and I both owe this privilege to you, and we really appreciate it? And perhaps in the near future, we too may have a national congress of mothers in China, with an international spirit, after your example. (Applause.)

MRS. SCHOFF: I am sure we are most grateful to China for sending us such a charming delegate.

We have with us to-night a representative from the National Council of Mothers of Japan, for Japan has gone further than some of the other nations, and has its Council of Mothers, —Mrs. R. P. Alexander, who was appointed the official delegate from the National Council of Mothers of Japan. I take great pleasure in presenting to you Mrs. Alexander, of Tokyo, Japan.

GREETING FROM JAPAN

MRS. ALEXANDER:

It is certainly with a great deal of pleasure that I bring to you to-night the greetings of the mothers and children of Japan. After working among the mothers and the girls for eighteen years, I feel more at home in Japan than I do in America, and as your president a short time ago was speaking about the first National Congress of Mothers, it took me back to the beginning of our mothers' work in Japan. At the time of this first National Congress of Mothers, one of our Methodist missionaries was home on furlough, and it was her privilege to attend that meeting. The next year she came back to Japan and organized the first mothers' meeting in the Empire of Japan, and although at that time I was not a mother myself, I had the privilege of attending those meetings from the very beginning. I was principal of our largest Methodist girls' school in Tokyo, and some of the ladies in the school thought it was a little strange I went to that meeting since I was not a mother, but I said, although I am not a real mother, still I have 118 girls in this dormitory, and many more coming in every day, and

I think I can learn something, and so every month I attended the meetings. Nine years from that time, when Mrs. Chappell again went home on furlough, and I was a mother myself, her mantle fell on my shoulders, and from that time to this I have had continuous charge of mothers' meetings, not only in Tokyo, but in the northern part of Japan. And if by attending this congress, I can take the inspiration back with me that Mrs. Chappell took when she attended that first congress, I shall feel greatly repaid for attending the congress, and I ask that you also may remember me in your prayers, that I may be the means of taking a great deal of inspiration back to our dear mothers and children over there. (Applause.)

MRS. SCHOFF: Is Senor Calvo with us, from Costa Rica?

GREETINGS FROM MR. JOAQUIN BERNARDO CALVO, THE MINISTER OF COSTA RICA

"MRS. PRESIDENT, LADIES AND GENTLEMEN:

"It is with great pleasure that I have the honor of being among you, to present to you my respects and most cordial congratulations for the well-deserved success of your praiseworthy efforts towards the high aims of your noble labors. I should have desired that my country had been properly represented at this important Congress, and to have had the great pleasure of introducing, on this pleasant occasion, a Costa Rican delegation; but although this has not, unfortunately, been possible, yet I will have the honor to submit to your kind consideration a report sent you by Mrs. Elena Castro de Orozco, one of the most distinguished ladies of that Republic, both as the expression of her sincere sentiments and those of her lady associates who are prompted by the same noble impulses as you are and who are making the same efforts, imbued with the hope which you also entertain concerning the welfare of children. It would be unnecessary, as you will see at some other time, to add anything to the lofty ideas and thoughts of Mrs. Castro de Orozco. They clearly represent the soul of the Costa Rican women as well as her own sentiments. I will also have the honor to offer to you the report of Mrs. Maria F. de Tinoco, and Miss Flora Field, with due acknowledgment of the important part they have taken in this noble propaganda. These reports speak for themselves and give a good idea of the particular attention which Costa Rica devotes to the same purpose which has brought you together here, along the same lines, by the private and personal initiative of ladies.

"In the kind invitation extended to me by your able corresponding secretary, she stated that she felt sure Costa Rica would have some suggestions to make which would be beneficial to others, but, in this respect, although duly appreciating the compliment, and in spite of the fact that in my country they fully realize the importance of the campaign undertaken both there and here, we have no new ideas to suggest, but, on the contrary, the distinguished representative ladies who are the leaders there wish to put themselves in communication with you in order to seek enlightenment and advice to continue like yourselves in their efforts in behalf of the welfare of children.

"Allow me to congratulate you again, and to thank you for your kind attention."

THE WELFARE OF THE CHILDREN OF COSTA RICA

At the inaugural session of your Congress I had the honor to present to you, with my hearty greetings, the reports on the work undertaken in Costa Rica at the initiative of a group of ladies directly for the welfare of the

child, and now I wish to refer, even though in a brief manner, to that which commends in high terms the efforts made by the Costa Rican Government in behalf of the general welfare of the nation, inasmuch as it comprises particularly that of the children. To this end I will quote the measures leading to the improvement of public and private health by means of works of sanitation as expensive as those that have already been undertaken with the most satisfactory results, for the eradication of yellow fever and prevention of other diseases, the furnishing of a supply of pure water in all the towns by modern systems, and also for the improvement of dwellings and of hygiene in general. The Government pays with funds taken from the public treasury what we in Costa Rica called "circuit physicians," so named because their work is confined to a certain locality, and they are entrusted not only with matters concerning public health in general, but also with the duty of giving advice on public and private hygiene to the inhabitants comprised within their jurisdiction, a fact which doubtless exercises a direct influence on the health of parents and consequently on the normal physical development of children.

I desire, above all, to call attention to the great perseverance shown by my country in everything relating to popular education, organized practically the same as in this country, and provided with all necessary and modern equipment. Of the total national income of last year, which amounted to $9,950,672, the sum of $1,267,520 was applied to public instruction, and I will add that besides this appropriation made in accordance with the law for the maintenance of primary schools, they have certain municipal taxes and the proceeds of a fine of 20 cents imposed on parents for every case of lack of attendance of their children at school. In addition to the above, citizens of the neighboring villages and towns often raise funds voluntarily for the construction of school houses, furniture, or the improvements and repairs of those already existing.

There is not a single town in Costa Rica which has not at least one school, but there are many rural sections where the inhabitants are greatly disseminated and, consequently, they do not enjoy the benefits to be derived from schools, and this is the reason why from every 100 children of school age there is only a percentage of 78.63 who attend school, thus leaving 21.37 out of school, a proportion which, like that of the mortality of infants, the Government and people are earnestly endeavoring to reduce by all possible means.

I have no doubt that very soon the ladies of Costa Rica, who have shown themselves to be as well prepared and as greatly inspired in the same generous ideas as yourselves, will organize a National Congress of Mothers and Parent-Teacher Associations, and I sincerely hope that in the near future we will have a new Costa Rican institution to co-operate with yours to the best success of the most commendable humanitarian end.

Mrs. Schoff: We have with us representatives of other fine organizations of women, that have been doing great work. I have the pleasure of introducing to you Mrs. W. F. Thacher, who will present a greeting from one who has passed on, but who, before she died, had sent a message to me to be given to you at this meeting. I have asked Mrs. Thacher to present to you the greeting of the president of the W. C. T. U. for many years,—Mrs. Lillian M. N. Stevens.

Mrs. Thacher: It is with a sad heart, and with reverence, that I will read this greeting. Mrs. Lillian M. N. Stevens was national president of the W. C. T. U. for many years, and was the woman in the United States who issued the proclamation for national constitutional prohibition of the liquor traffic, but God took her, and before she left this world she wrote this to our president of the National Congress of Mothers. (Reads message.)

My dear Mrs. Schoff:

Your esteemed favor of February 4th is received.

I heartily appreciate your thoughtful kindness and courtesy in extending to me an invitation to attend the Third International Congress of Child-Welfare and to present a greeting from the National W. C. T. U. I am extremely sorry to say that I shall unless something unforeseen prevents be in the far west on the date you mention, otherwise I would be very happy to accept the invitation.

Please accept my thanks for your kind words and good wishes which I heartily reciprocate. I recognize with gratitude the successful work your organization is doing and you have my hearty best wishes for continued success.

Very sincerely yours,
(Signed)
LILLIAN M. N. STEVENS.

(Mrs. Thacher interpolated after expression "far West": She is away from us, but not in the "far West"; and at the conclusion of the message: "A message from the world beyond.")

MRS. SCHOFF: Friends, I can not let that go without a word of appreciation for what has been accomplished in this country by the Women's Christian Temperance Union. I have been through the country, and I have seen the men—the young men—of to-day, who have ideas on this question that have been formed through the education that was put into the schools by the women of the W. C. T. U., that great wave against liquor and for prohibition is due to the teaching of the little children, and it has shown to us that the best way to secure these splendid results is by teaching the little children. We all owe much to the work that has been done by that organization. (Applause.)

We shall be glad now to have a greeting from the National Society of the Children of the American Revolution,—Mrs. Daniel Lothrop, founder. (Applause.)

MADAM PRESIDENT; MEMBERS OF YOUR OFFICIAL BOARD, AND FRIENDS:

The National Society, Children of the American Revolution, joins hands with the Mothers' Congress in friendly co-operation with it in its aims and endeavors that are directed toward promoting the welfare of the child.

The very name of your organization, Madam President, is a talisman to draw all hearts toward the true and the noble in human endeavor—it holds within it the sacred word "Mother" the most beautiful one in any language. And enrolled with it is the compelling word "Congress"—A Parliament of Mothers to work out for Children, the conditions of life that God meant should be theirs.

And the name in all its length and breadth of our Society is closely allied with all that makes yours eloquent with God's Message. And it rings out with clarion notes the no less sacred spirit of the Home, as God meant *that* to be. The home that the Pilgrims sought, not solely to worship God in religious liberty for himself, but the home so founded in a new country that should make out of a free Republic, a Home for every oppressed human soul to be helped up into the creature that God meant *him* to be.

Mother and Home; God and Country—intertwined in a deathless embrace—breathe the spirit of our two organizations. And so, I bring to you the expression of our earnest and affectionate sympathy in your work, and the hope that we may labor together in an ever-increasing loyalty and devotion to our common great Cause.

Never before were so many earnest men and women intent on studying the child from a scientific, as well as from a merely humanitarian interest. It is the Child's day, and he stands in the centre of the arena, providing an all-absorbing topic. Mothers and fathers are waking up and becoming interested in watching the result of such child study; and they are devoutly hoping and praying that it will help them to do better for their children than they have been able to accomplish in the past. From all our different view-points we are arriving at valuable knowledge that in turn we

give out to hungry hearts and hands eager to serve the Child and the Home. Conservation has been the one word used as a rally cry to our work, more perhaps than any other. With the boundless riches of our great country all about us, we have been accustomed, until within recent years, to look with childish delight upon them all, and to enjoy an equally childish satisfaction that the supply would never give out. And again, like a child on the seashore who carelessly allows a stream of glittering pebbles and shells to trickle through his fingers, and be buried in the sand by the next onrushing wave, so we have recklessly played with, and thrown away many of the rich resources of our Nation. But the rally cry "*Conservation*" woke us up.

In taking account of the treasures in our national resources, curiously enough we never thought of the most important one of them all—the child. More valuable to be sure is he than our waterways, our forests, our park reservations, and our great highways and lakes—but it hadn't occurred to the general public to so estimate him. It was when attention was called to the fact that some of us were writing of the claims of childhood, and persistently used pen and voice, that at last public opinion—that great lever that moves the press, set the thing in motion. Then all eyes saw the truth.

So now we work through our organizations for the conservation of the child and the home. Conservation in the broad, conservation also in the smallest detail of the mighty forces that control the individual soul.

In the black cloud hovering over our fair republic, and even in the death roll now opened by the names of brave American seamen, the first fruits of sacrifice to duty and honor, I see no reason for a single soul to lose faith in the Supreme goodness who will see to it that this mighty nation of ours still continues to be the Apostle of Peace. As a member and worker for many years in both the International and the Massachusetts Peace Societies, I could not stand here without testifying that the National Society—C. A. R.—that I represent, is lined up in the great peace movement of the world; and is an executive force in teaching its principles to the youth of our Republic.

So also stands your great organization. With eyes turned upward to the light that cometh from the Prince of Peace, you are ever working on in the same great peace cause.

Whatever comes—disaster, sacrifice, even death, from out these hovering clouds, the God of Peace is above us all. He will protect our faith that our Republic still is, and ever shall be, the Apostle of Peace to all the nations of the earth.

GREETING FROM THE AMERICAN ASSOCIATION FOR THE PREVENTION AND STUDY OF INFANT MORTALITY

Miss Knipp, Executive Secretary:

It is a very great pleasure to bring to you the greetings of the American Association for the Prevention and Study of Infant Mortality. Our association, I think, is probably one of the youngest that is represented here, but a baby organization is certainly welcome in a congress of mothers; I know that. (Laughter.) And our organization is a little bit less than five years old, so it has passed through the perils of infancy, and is merging now into the very interesting period of early childhood. It has justified its existence so far, because of various things that have been done. There is one very good thing, we think, about our name. It is a very long one, and when the association was first formed, a cordial newspaper man who was writing about the association, and the need for that sort of thing, said, "That is a mighty good organization, but it has a name that you have to take hold of with both hands," but at the same time when we have said our name we have

practically made any definition of our aims or our purposes unnecessary, and then our name really means what it is, —the study and prevention of infant mortality, and while the name is extremely serious, the object is quite cheerful, and we like to think of ourselves, among ourselves, as the "Baby Saving Society," a nick-name for short rather than the thing named.

Some of the things that have been done for the study of infant mortality have been done by doctors, social workers, health officers, physicians, doctors of philosophy, nurses, and not by any means last or least, the mothers themselves.

You all know that about 300,000 babies die every year in the United States, and at least half of that number could be saved by the application of the ordinary preventive measures that are known to every one of us. That is such an old story that it is hardly necessary to tell it here. But sometimes it becomes necessary to tell old stories over again. In studying the ways of solving this problem, one of the committees of our association has been working on combination schools for the mothers who were obliged to leave school before they were able to learn the arts of home making. These combination classes supplement the lack of training, provide the training they did not have, and make it possible for them to carry on their homes intelligently. Other committees have been studying the problem of the care of the expectant mother, the care of the mother in confinement, and they have been realizing how very great the lack is. Others have been studying the milk problem as it concerns the babe who has to be artificially fed. Others have been studying the question of special training for the nurse who is going to do public work, for the doctor who is going to take care of children, for the obstetrican who is going to take care of the mother; and so a general plan has been outlined which now has passed practically beyond the experimental stage, beginning with the care and advice of the expectant mother, providing adequate obstetrical care for her, taking up the care and advice of the mother when the babe comes, keeping the babe under supervision for at least a year, until the critical year is over, and longer, if necessary. Some of the people who have been working on this problem have thought that it would help considerably some of the baby specialists, that it would help considerably if all of the mothers of the country could have access to a simple booklet in which some simple things would be suggested, and this booklet was prepared by a committee of baby doctors, each of whom is a specialist, and is a very deep student in that particular line, and it looks very simple as it is finished, but it means very careful work and much correspondence for over two years. This book has just been published by the United States Government, and is a splendid idea of the co-ordination between our association, and this was suggested by Mrs. Schoff in her introductory address, when she told of the circulation of the booklet which is now available from the United States Government.

In other ways I hope that our association is going to continue to join hands throughout all of its work, and throughout all of your work. We have the same ideals and the same aims, the same objects; we deal principally with the babe, and you with the child from infancy up to young manhood or young womanhood. In the plan which is being followed in most of our larger cities, where there is so much need of instruction for the untrained mother, there is another place where we can join hands splendidly. The nurses who go into those homes touch the ideals of Americanism which we all believe in. I want to congratulate Mrs. Schoff and the congress of mothers on the splendid work that has been accomplished along these lines. (Applause.)

GENERAL FEDERATION OF WOMEN'S CLUBS

MRS. SCHOFF: We have just one more greeting. The largest organization, I believe, in this country, because it represents a great many different interests, is the General Federation of Women's Clubs. I have a very cordial letter from Mrs. Pennybacker, saying that she wishes she could be with us, but, inasmuch as it was impossible, she has designated Mrs. Andrews, of Washington, to bring her greeting.

MRS. ANDREWS:

MADAM PRESIDENT, MEMBERS OF THE CONGRESS, AND FRIENDS:

It is impossible to represent Mrs. Pennybacker, because there is only one Mrs. Pennybacker, and one president of the federation, but we can bring you the greeting of the one million women of the General Federation, interested in the same work of which you have been hearing to-night.

The General Federation of Women's Clubs are studying to make each woman in this great work better equipped for life, and in equipping the women, are we not working for the children? We have in our departments the child-welfare department, and may I digress just at this moment from the General Federation, Madam President, to speak of the District Federation, in the Federation of Federated Clubs of D. C.? We have given over the child-welfare work to the District branch of the National Congress of Mothers. (Applause.) And that means giving a great responsibility, and oh, we look forward with such joy, for we know that work will be done here in the Capital of our United States. And if there is one place on the face of the earth where we should have the high ideals and the pure, sweet, clean lives, it should be in the Capital of the United States of America. (Applause.)

Our motto in our General Federation is "Unity in Diversity," meaning in essentials united, liberty in non-essentials, and in all things charity. These are all summed up, are they not, in the expression of our Commissioner of Education, when he said, "Men are interested in the affairs of life; women in life itself." Our federation, Madam President, wants to join hands with you in closer union than ever before, in making the ideal of woman's interest in life definite, permanent, for of all the world that which one carries within himself is the important thing, and the outside world, —what we are, what we do, are things that we give out—takes all of its color, course, and value from that. (Applause.)

MRS. SCHOFF: We have had a very interesting session, and we must feel that the world is coming closer together, as we have joined hands here to-night with so many different nations. It is a very auspicious opening for what I hope will be a meeting full of inspiration. You all have something to give, and we hope the sessions will give the opportunity to the people on the floor to speak. We welcome those who are not members of the Congress. The seats are reserved for our Governors' delegates, for our members, and for our own delegates and members, but there will be other seats, and we shall be very glad to welcome others who may wish to come to these meetings.

The Home and Child-Welfare

SECOND SESSION

THURSDAY MORNING, APRIL 23D

Nine o'clock

REPORT OF NATIONAL PRESIDENT, MRS. FREDERIC SCHOFF, FOR 1912-1913-1914

Three years ago in April the Second International Congress on the Welfare of the Child met in Washington, and at its close voted to meet here again in 1914.

To arouse the whole world to a sense of its duty to the children and to show the way by which all children may reach their highest possibilities has been the purpose of the National Congress of Mothers since its organization. In 1907 the message was sent to every nation in the world, inviting each one to join in the movement to give every child a chance, to give all parents the help they need in home-making and child nurture. The Department of State lent its aid and support by sending the invitations to other nations asking them to participate in an International Congress on the Welfare of the Child in 1908. Again in 1910 the Department sent the invitations, and for the third time the Department of State of the United States has promoted international conferences on the welfare of the child by asking every nation to be represented by official delegates at this International Congress, the third one to meet in Washington.

The Government's interest in children thus shown to all the world has stimulated every nation to deeper study of its own conditions as they relate to child life and the effect has been more far-reaching than can be estimated.

America, which is the Mecca for every nation, which has within its borders over 100,000 children of foreign birth and one-quarter of whose children are of foreign parentage, can claim a wider interest in the children of every nation than can any other nation on the globe for within the boundaries of the United States may be found children of every race and every clime.

To the United States we have invited all nations that we may counsel together and unite in a world-wide movement to promote all that makes for happy, wholesome childhood, for homes which nurture and guide the little ones in their formative years so they may become men and women equipped for life's work, able to meet efficiently and bravely their duties.

In the United States those who have studied most deeply into what will have the greatest influence on the life, health and character of children are agreed that proper parental care and good homes are the essentials for the welfare of all children, physically, morally and mentally.

The basis of child-welfare lies in such education of parents as will fit them to give care to the babies, that will prevent the sacrifice of infant lives, to fit them to understand the growth of the mind and soul, and the guidance each needs to grow in wisdom and in goodness.

To reach every home, every father and every mother with the truths which will cause them to see and understand how to meet their great duties efficiently is the purpose for which the Congress was founded.

In 1912, for the third time, the Department of State sent the invitation to every nation to meet with us in April, 1914. Whether they are able to be represented or not every nation is officially informed of this international conference on the welfare of the child, and every nation knows that it is the Mothers of America who have taken

the initiative in calling together the whole world to think of the needs of all the children.

Your president has with the valuable aid of your secretary made the necessary preparations for this Congress, and the work for it has been in progress for over two years. While this convention is the Third International Congress on the Welfare of the Child, it is the 18th year for the gathering of the National Congress of Mothers, which during all those years has worked unceasingly to give mothers an opportunity to study child nurture and home-making, and to improve conditions for all children in all possible ways.

Annual Conventions

Two conventions of the National Congress of Mothers and Parent-Teacher Associations have been held since 1911. Dallas, Texas, expected to entertain the 1912 convention, and great preparations were made for it. An epidemic of meningitis caused the closing of all public schools and all public gatherings. It became necessary to change the place of meeting greatly to the regret of every one. The Executive Board met and accepted the generous invitation of the St. Louis Conventions Bureau to go there. A fine auditorium for the convention, and entertainment for the officers, were given the central location of St. Louis, and made it a good centre for the Congress, and many new friends and new members were gained there.

In 1913 the National Congress of Mothers met in Boston, Massachusetts, where again a fine auditorium was supplied by the Copley Plaza Hotel, which was headquarters for the Congress.

The preparation for both these conventions was under the direction of your president, though ably seconded by the other officers and local committees.

At each of these National conventions the message of the Congress was carried to many who had never known of it, and many new members enlisted.

Joint Conferences of the National Congress of Mothers With Other National Educational Associations

Your president has also arranged the programmes for and attended two conferences held by the Congress in connection with the Department of Superintendence of the National Education Association.

The first was held in Philadelphia, in February, 1913; the second in Richmond, Va., in February, 1914. The programme of the National Congress of Mothers session went out on the programme of the N. E. A. as an allied organization. The conferences were widely attended by leading educators from all parts of the United States and have proved the open sesame to many schools for the organization of Parent-Teacher Associations. No better opportunity for conference of educators and parents could possibly be arranged. Such earnest testimonials of appreciation of both these conferences have come to your president from school superintendents, and the results have been so far-reaching that she advises that these conferences be a recognized part of the year's work for the National Congress of Mothers. It is the reaching of many people with the least possible effort, and with no expense to the Congress. Place of meeting and printing of programme are supplied by the National Education Association.

Joint Conference in States

The holding of a conference of the State Branches of the Congress in connection with the State Teachers Association has been done in some States. It should be arranged in all States as soon as possible. It is the best time and place for mutual conference and acquaintance between the organized parents and the organized teachers of the State.

Your president extends thanks to the women and men who gave their services on these programmes, and to whom is due their great value.

Dr. Claxton, Commissioner of Education, made memorable addresses, while educators and Congress members were equally generous in helping to make the programmes full of inspiration and interest.

Your president also conducted a conference of the Home Section of the Religious Education Association in Cleveland, which brought valuable cooperation with the churches and gave to them a better insight into the Congress work. The inquiries from different churches gave evidence that a new field is open and needing the mothers help.

Especial emphasis was laid on the establishment of Parents' Associations in churches, that parents should learn how to teach children the fundamental principles of life, and should assume the main responsibility for it.

Your president has also arranged the programmes for and attended two conferences of the National Congress of Mothers in New York City, held by invitation with the Associated Clubs of Domestic Science, at Madison Square Gardens.

Cities and States Visited

In April, 1911, your president visited Chicago, Ill.; Nashville and Knoxville, Tenn.; New York and Brooklyn, N. Y.; Haddonfield and Plainfield, N. J.; and Williamsport, Pa., in the interest of the Congress, speaking for it at all these places. In 1911 she attended the State Conventions in New Jersey, Pennsylvania and Tennessee.

During 1912 your president visited Washington, D. C., three times; Lynn, Mass.; New York City, twice; Albany and Rochester, N. Y.; Rutland, Burlington and Montpelier, Vt.; New Haven, Conn.; St. Louis, Mo., twice; Kansas City, Mo.; Kansas City, Kansas; Indianapolis and Huntington, Indiana; Milwaukee and Sheboygan, Wisconsin; Chicago, Ill.; Houston, Texas; East Orange, N. J.; Gettysburg, Coatesville and Harrisburg, Pa.; addressing meetings in all those cities. Your president attended the State Conventions in Texas, Indiana, Pennsylvania, New York, New Jersey and Vermont in 1912 and organized State Branches in Missouri, Indiana and Vermont, also formed committees for State organization of Kansas at the large meeting in Kansas City, Kansas. During 1912 your president addressed the Wisconsin Teachers Association in Milwaukee on the work of the National Congress of Mothers, by their invitation, and also addressed the meeting on Moral Education.

In 1913 your president visited Brooklyn, Buffalo and New York City, N. Y.; Gloucester, Worcester and Boston, Mass.; Laconia and Manchester, N. H.; Trenton and New Brunswick, N. J.; Cleveland, Ohio; Pittsburgh, Harrisburg, Downingtown, Coatesville, Swarthmore and Lansdowne, Pa.; Middletown. Del.; Richmond, Va.; Raleigh, N. C.; and Washington, D. C., nine times in the interest of the Congress.

During 1913 your president organized State Branches in New Hampshire, North Carolina, and attended the annual conventions of the Congress in Delaware, Massachusetts, New Hampshire and New Jersey.

Your president reports the organization of the National Congress of Mothers and Parent-Teacher Associations for the Republic of Cuba during 1913. Mme. de Coffigney, of Havana, was appointed organizer for Cuba several years ago. Your president has never met her nor has she visited Cuba, but has kept in close touch by correspondence with the result that Cuba has organized a Congress with Madam Freyre, wife of the Mayor of Havana, as president, and the best men and women of Cuba are associated in the new Congress. In the palace of the Mayor was held the first meeting, and active measures have been adopted to save the babies and children.

Your president also has the pleasure of reporting that the National Council of Mothers and Parent-Teacher Associations of Argentine, South America, will be organized this spring by the Mothers' Club of Buenos

Aires. Commander Renard of the Argentine Navy and Mrs. Renard of Buenos Aires were in the United States on Government business and were deputed to learn everything possible about the Congress of Mothers as many were desirous of establishing a National Council there.

Several visits were made by them to your president, and all the Congress literature was taken by them to translate into Spanish for use in Argentina. Commander Renard was as deeply interested as his wife in learning all about our system of work. Thus two other nations besides our own have been inspired to organize parents for child study and child-welfare.

Summing up, the National Congress of Mothers has within the last three years been instrumental in forming branches in six States and in two foreign nations.

Your president has through correspondence aided in forming new associations in nearly every State and has in every possible way tried to keep in touch with every president of a State Branch and to aid her in its extension and power for service.

State Conventions Attended

Since 1911 your president has attended fifteen State conventions and has sent messages to nearly all the others. The requests for messages from local and State branches are constant.

States Ready for Organization

In Florida, West Virginia, Kentucky, South Carolina and Virginia local organizations have been formed through correspondence, and were it possible to visit all of them the time is ripe for organization of State branches. The same is true of Montana, North and South Dakota and Nebraska. Michigan and Minnesota will be organized in the fall by Mrs. Bright. Maine is ready and only waiting for Mrs. Walter Leroy Smith to go to them, while Kansas is the last State to join the ranks. Before another year passes it should be possible to establish branches in every State in the Union.

Superintendents Solicit Organization

The Congress formerly had to ask the privilege of organizing parent-teacher associations in the schools. To-day the requests come to the Congress by the hundred from superintendents asking for such organization. Were it possible to have the constant service of several organizers their time would be full, but lack of funds has made it impossible to employ such service.

Board of Managers

The officers and managers of the Congress have met twice each year and have held two extra meetings. The Executive Board has met four times each year and has held two extra meetings. Your president has presided at all these meetings, which have been held in Washington, D. C.; St. Louis, Mo.; New York, Boston and Philadelphia. Minutes of the transactions have been sent to every member of the Board, thus keeping them in touch with every action of the Board.

Printing and Publications of the Congress

The Board at its meeting in May, 1911, voted to publish a set of books on Parents and their Problems. It appointed Mrs. E. R. Weeks of Kansas City, Mo., as editor, and through the attorney and Council of the Congress a legal agreement was drawn up and signed with Mrs. Weeks to publish and manage the sale of the books. A committee was appointed to read and pass on every article presented by the editor, deciding which were suitable for the books. The committee consisted of Dr. J. George Becht, Secretary Pennsylvania Board of Education, Harrisburg, Pa.; Mrs. Joseph P. Mumford and your president. For more than two years the editor sent the MSS. to this committee, and as a result the contents of the eight books

published by the Congress have been carefully considered and approved before publication.

To Mrs. Weeks the Congress owes much for her untiring and wise selections of material and able editorial work. The books are now completed, and are the last word on every phase of child nurture and the home-making, touching also the life of the child in church, school and State. The National Congress of Mothers may well be proud of these books and should do all in its power to extend their use.

The Congress issues also the Child-Welfare Magazine now in its eighth year. Few magazines are financially self-sustaining before their tenth year. The magazine was a necessity for the upbuilding of the Congress and for a means of communication between the National and its many State and local branches. It has been a valuable medium of uniting and unifying the entire Congress. The services of the editorial staff have been given without remuneration, and the generous aid of Dr. O'Shea, chairman of Department of Education, in the Congress, has brought valuable contributions to the pages of the magazine. The publication of a monthly programme, the State news, and the listing of the magazine by the U. S. Bureau of Education, and reference to it by various authors, have together greatly advanced its circulation. The magazine has more than met the expenses of publication for the last two months with a prospect of doing much better for the coming year. In June, 1911, the magazine raised its subscription price to $1.00 per year and issued twelve numbers instead of ten annually and increased the number of pages. That this was advantageous has been shown by the results. The success of the magazine would be assured if every State would do more to extend its circulation and in so doing help much in increasing interest in the Congress.

Your president has had the principal responsibility in the editorial management of the magazine. When it yields an income it will be possible to make other improvements that have so far been out of the question.

The Congress now has its own books —Parents and Their Problems—its own magazine rapidly becoming self-sustaining, over 150 Loan Papers for programme use, its pamphlet on Parents' Duty to Children Concerning Sex, which has been through many editions and has received highest testimonials. In addition the Congress has the published addresses of three National conventions, containing valuable educational material for parents and teachers.

Two editions of How to Organize Parent-Teacher Associations have been published since 1911, each containing ten thousand copies. Twenty-five thousand Book Lists for Children have been published and disposed of. The Triennial Handbook (10,000 copies) was published in 1911. Twenty thousand advance programmes for this convention were prepared by your president, printed and sent out. Over twenty-five thousand magazine circulars have been printed and used.

After the Executive Board had planned the programme for the conventions in St. Louis, Boston and Washington, your president put them into shape for the printer and had the care of their publication.

The treasurer will report to you the cost of printing, which is a large item in the Congress work, but which should be increased rather than diminished.

The Congress supplies every State that desires it with How to Organize and advises all States to use it in extension work.

Many circulars on Aims and Methods, What Prominent Educators Say, and the Care of the Baby have been printed since 1911. Many now are constantly needed.

National Office

The Congress has maintained National headquarters at the Loan & Trust Building, Washington, D. C., since 1908. This office has been ably managed by your secretary. Con-

tinually increasing business has made the work difficult for the amount of clerical force employed, and it is even now necessary to provide more help to meet the demands made on it. Every branch of the Congress should feel a pride in the National office and should look forward to the time when the Congress will have a building of its own in Washington in which will centre the great Child-Welfare Work and from which will radiate help to every circle. The mothers of the United States should surely be able to have a Mothers' and Children's building in which their great work may be housed. What a memorial such a building would be to one who would give it and dedicate it to the Mothers and Children of America.

Your president in 1911 sent a letter to the Governor of each State asking that he appoint a Child-Welfare Commission to investigate everything affecting children in the State, reporting one or two years later, with recommendations as to improvements. Also asking that a Child Hygiene Department be established in every Board of Health and a Parents Educational Bureau maintained for the instruction of parents in infant hygiene.

The Governors of Oregon, Arizona and Alabama appointed Child-Welfare Commissions in compliance with this request. Thus a beginning has been made in a most important line of inquiry and investigation.

Your president also urged the passage of the Mother's Pension laws in every State.

Oregon was the only State that carried out these three recommendations of the Congress, and under the leadership of Governor West and Mrs. Robert H. Tate, then President of the Oregon Branch of the Congress, and with the splendid support of its members, Oregon has its Child-Welfare Commission, its Parents, Educational Bureau and its Mothers' Pension law —great achievements for a single year's work and fraught with great opportunities in promotion of child-welfare.

Review of State Conditions

Arizona has been recently visited by Mrs. Milton P. Higgins and Miss Lucy Wheelock, and greatly stimulated by the enthusiastic addresses given in Phoenix.

Alabama has suffered in the death of its loved president and able leader, Mrs. Ray Rushton, but is now taking hold of the work and new circles are being formed in new centres.

California still keeps the lead and is so busy working it spends very little time in letting others know of its splendid work.

Colorado advanced to third place in the list of paid-up members last year, and is leading in important new measures for child-welfare.

Connecticut is gaining in numbers and has done fine extension work.

Delaware has organized parents in many towns and is extending organization of parents into churches as well as schools. With the expressed desire of the State Superintendent to have a parent-teacher association in every school, Delaware will soon reach every home.

In Florida your president has inspired the organization of many circles through correspondence. The State Superintendent of Schools is State organizer and promotes the Congress work.

Georgia has done some remarkable extension work and has made marked progress.

In Idaho the Congress has become firmly established and is a power for good in the State and is growing steadily in numbers and influence.

Illinois has forged steadily ahead ever since its organization and has many methods worthy of study by other States.

Indiana, only three years old, is in flourishing condition.

Iowa was one of the earliest States to be organized and reports valuable work in the mothers' circles and in parent-teacher associations.

Maryland has no State branch but

there is an increasing number of circles.

Massachusetts has set a pace for progress and work that is an inspiration to every other State.

In Mississippi the faithful leadership of Mrs. Stapleton during years when many were indifferent is resulting in an awakening to the value of the Congress, which augurs greater progress hereafter.

North Carolina joined the ranks of organized States February, 1914, when your president was invited to Raleigh to address the N. C. Social Service Conference which voted unanimously to support a State branch of the Congress. At a later meeting your president organized the North Carolina branch with the co-operation of the State and City Superintendents of Schools and the State Board of Health. Mrs. W. R. Hallowell, of Goldsboro, was chosen president and will bring in one thousand members from rural districts in the near future. The Congress chose for its Child Hygiene chairman Mr. Warren Booker, assistant to the State Director of Health. This Board with the Governor's help and that of the Congress is undertaking a State-wide movement for baby-saving through education of mothers.

North Dakota is preparing for State organization. Mrs. Rudolph Acher, State organizer, has the active co-operation of her husband in extension work. A valuable piece of extension work conducted by Mrs. Acher is instruction of the graduating class of the State Normal School in the work of the Congress so that when they go out next year to teach they may establish parent-teacher associations and mothers' circles.

New Hampshire, New York, Ohio, Pennsylvania, Rhode Island, Tennessee, Texas, Vermont, Washington, and Wisconsin are doing excellent work.

Co-operation

A notable development was the organization of a committee on co-operation of National organizations doing work for social welfare.

Your president after consulting with presidents of several large National organizations arranged for a conference of presidents of some of the National bodies at Mrs. John Hays Hammond's home in Washington, April 18th. Mrs. Hammond was president of the Woman's Welfare Department Civic Federation and offered her home for the conference. Organizations responding to the invitation were: General Federation of Women's Clubs, Woman's Christian Temperance Union, American Association for the Prevention of Infant Mortality, National Kindergarten Association, National Sunshine Association, National Association for Study and Education of Exceptional Children, International Council for Patriot Service and Woman's Welfare Department Civic Federation. Your president explained that by better understanding of each other's work and by co-operation, the power for service would be greatly multiplied.

At each National convention a brief statement of the work of others could be given and the Board could decide where co-operation would be helpful and practical. It was unanimously voted to form a committee on co-operation of organizations doing work for social welfare.

Objects

To promote knowledge as to the work done by each organization; to promote efficiency through co-operation in such phases of the work as are of common interest:

The committee elected: Mrs. Frederic Schoff, chairman; Mrs. John Hays Hammond, vice-chairman; Mrs. Charles Shelton, secretary; Mrs. Percy B. Pennybacker, Dr. Maximilian P. Groszmann.

The first work recommended was co-operation in preventive work on behalf of children, viz.: Prevention of infant mortality; prevention of juvenile crime; co-operation in civic betterment.

Each representative of a National organization was asked to report this conference to the Board of the organization he or she represented, consulting such board as to what other organizations might do to promote the special phase of work conducted by that organization, then report to the secretary of the committee on co-operation. The secretary would then send this message to each organization represented in the committee.

The committee is to meet annually in Washington to receive reports of co-operation established, and to consider the continuance of extension. There was much enthusiasm as to the possibilities of such co-operation.

President's Correspondence

The correspondence of the president is an important factor in the extension of the work. Letters of inquiry and interest must be followed up. Three or four hours a day must often be spent in dictating letters and never less than two hours a day. Not less than 25,000 letters have been sent out by your president for the Congress in the last three years and this does not include the literature and circulars or form letters.

Home Education Division Bureau of Education

The education of parents in child nurture and home-making as a constituent part of the Bureau of Education has been the goal toward which the National Congress of Mothers has been working for many years.

In the spring of 1913 the U. S. Commissioner of Education established the Home Education Division of the Bureau of Education, and to make it widely useful, last summer letters were sent out by him to every county superintendent of schools asking for the names of two women in each school who would be willing to bring the parents together to study the welfare of the children in home and school. The responses to these letters brought to the Bureau the names of over thirteen thousand women ready to co-operate in extension of home education.

Your president was appointed Director of the Division, your corresponding secretary, Mrs. Arthur A. Birney, Assistant Director. As the offices of the Congress and the Bureau are almost side by side the co-operative work suggested by the Commissioner was practicable and easily arranged.

There were no funds and no salaries for the Division from the Bureau of Education. Your president was glad to give her services to inaugurate an educational movement which the Congress had so long hoped to see established. Generous members of the Congress contributed money to pay the salary of a capable secretary to conduct the new office under the advisement of the Director and Commissioner. September 15, 1914, the Home Education Division was opened and Miss Ellen C. Lombard was chosen as secretary.

The following letter was sent to 13,000 women in October:

Dear Madam:

Your name has been sent to the Bureau of Education by the County Superintendent of Schools, who indicates that you are interested in affairs concerning little children in the home and the school and in the community generally.

The Home Education Division, which has just been established, will do whatever it can to help parents.

1. To further their own education by recommending to them interesting and valuable reading matter.

2. In regard to the care and home education of their children, with reference to: (a) Physical care and health, sleep, food, etc.; (b) games and plays; (c) their early mental development; (d) the formation of moral habits.

We hope to interest the boys and girls who have left school and are still at home, and by directing their home reading and study we may be able to further their education.

It is our intention to issue bulletins and literature, practical in their character, which will be available to every home. The National Congress of Mothers and Parent-

Teacher Associations has agreed to assist the Bureau of Education in this work and can supply much literature not available through this office.

If the parents of your school district could be brought together at the schoolhouse or any other good place, perhaps once a month, to discuss their common problems it would be mutually helpful. Will you let us know if you are willing to take up this matter in your school district and make a beginning by inviting some of the parents who are interested in such matters, and by enlisting, if possible, the coöperation of the teacher or teachers. The Bureau will send a brief form for simple organization of a Parents' Association, if you desire it. We expect to have a great deal of valuable matter for use of parents and teachers and for older boys and girls.

Rightly used, the home is the most important factor in the education of children. Through its Home Education Division, the Bureau of Education is trying to help the home to do its best work. Your coöperation will be invaluable. Kindly let me know if we may expect it.

Yours sincerely,

P. P. Claxton,
Commissioner.

Since then 1932 letters have been received, 11,684 letters have been written. Plans have been made for the issuing of bulletins on child nurture and home-making. The co-operation of the Bureau of Education has given a great impetus to the work of the Congress. Your president has made nine visits to Washington in directing the work and is in daily touch with both offices by daily reports. Neither the Congress nor the Bureau has made any appropriation for the expenses of such trips, but to see this important educational movement inaugurated in a helpful, practical way that will reach every class of parent, your president would give far more than she is able.

The letters that come are often written in pencil, and many are from mothers of most limited education but who are eager for help and rejoice that the Government has at last recognized that mothers are as worthy of help as are farmers.

In the scope of the Bureau of Education as defined by Dr. Claxton the following statements are made. The functions of the Bureau of Education are:

"I. To co-operate with any and all persons, organizations and agencies in working out higher and better ideals of education, holding them before the people for their inspiration and formulating practical plans for their attainment.

"II. The initiation of an effective and comprehensive system of home education.

"III. Help in bringing teachers, officials and people to a comprehension of the fact that education is one thing and not many, whether for the service of the individual, of society, or of the State.

"IV. Groups of able men and women, experts in their several departments, to work with freedom, patiently and persistently, at their several problems.

"V. Money for printing, travelling expenses, and for making such exhibits as may be necessary to bring the results of their investigations to all the people in the most effective way."

In a letter to your president Dr. Claxton says: "The Mothers Congress could use to great advantage fifteen thousand dollars in its co-operation with the Bureau of Education through the Home Education Division; this in addition to any Federal funds which the Bureau may be able to use in this work. The opportunities for good in the work of this Division are almost incalculable. I hope we may be able to take advantage of some of the most important at least."

The co-operation of the National Congress of Mothers with other Government Departments was established more than six years ago, but no other department could cover home education and child nurture as can the Bureau of Education; and no other organization stands exclusively for the education of parents except the National Congress of Mothers. The combination is therefore very valuable on both sides.

Baby-Saving

Practical measures for reaching mothers with babies have been studied by the Congress, and a system has been evolved which if carried out could save the lives of 100,000 babies in a year. By actual experiment the Congress has proved that education of mothers in infant hygiene will prevent sixty per cent. of infant mortality. The question is one that is now being agitated by many. A large periodical had aroused such interest in better babies that the movement grew beyond its ability to continue it and desiring to make it of permanent help this periodical has arranged to co-operate with the National Congress of Mothers in education of infant hygiene.

The National Congress of Mothers has asked every parent-teacher association to have a Child Hygiene Committee which will visit every mother of a baby under two in that locality and invite her to come regularly to have a record kept of her baby's progress, and to study how best to promote health.

The U. S. Public Health Service has prepared a valuable bulletin on the Care of the Baby, available for every mother. State Boards of Health have prepared valuable bulletins; City Health Boards have done the same. The Woman's Home Companion is publishing many thousands. The Children's Bureau has prepared a bulletin for expectant mothers.

With the active help of a child hygiene committee in every mothers' circle or parent-teacher association it becomes possible to establish the connecting link between the mothers who need the knowledge of infant hygiene and the health service which private, State and National agencies are so eager to give to every mother.

To save 100,000 babies to become American citizens is an object worthy the co-operation and support of every citizen. Without the aid of organizations like the Mothers' Congress, the State and National Government cannot reach those who so greatly need the valuable educational help offered.

Gifts for Congress Work

The National Congress of Mothers in order to carry out its part in the co-operation established with the Bureau of Education found it necessary to have a resident secretary who could give her entire time to the work. Mrs. William T. Carter, Honorary Vice-President of the National Congress of Mothers, made herself responsible for raising the money necessary to meet this expense, and has thus made it possible for the Congress to perform its part in the great Home Education work being done by the Home Education Division of the Bureau of Education.

To promote the baby-saving work by organizing mothers, the Crowell Publishing Company, of New York, has placed $3,000 at the disposal of your president to pay travelling expenses of those members of the Congress whom she may secure to extend the organization of mothers and the establishment of child hygiene departments in parent-teacher associations.

The expenses of the president's office for the last three years have amounted to over $2,500, which has been contributed by her to the Congress.

The expenses of conducting the continuing child-welfare campaign have been contributed by Mrs. David O. Mears in addition to her gifts of several hundred dollars to the work of the Congress.

The Congress owes much to Mrs. Milton P. Higgins, Mrs. George K. Johnson and Mrs. William T. Carter, who have given generously to the support of Child-Welfare Magazine. Mrs. Higgins' business experience and generosity in meeting emergencies have been of such value that the Congress owes much to her, for she has contributed hundreds of dollars as well as time and interest in promotion of the work of the Congress. To Mrs.

George K. Johnson, who has personally paid the expenses of an organizer for many months, the Congress also owes earnest recognition of the quiet, steady, unselfish help given.

Important Measures to be Promoted Adopted by 1911 Congress

The Second International Congress on the Welfare of the Child placed itself on record to work for a Child Hygiene Department in every Board of Health to co-operate with a committee of representative mothers to reduce infant mortality by the employment of a corps of skilled nurses to visit every new mother, leaving printed advice regarding the care of the baby, and when necessary giving further help. Your president reports ever-widening interest in this recommendation, and has sent out hundreds of letters urging adoption and has also visited a number of cities in its promotion. State Presidents have been enlisted and have worked for it.

The Second International Congress also adopted for its work the resolution to establish Mothers' Pension laws so that children and mothers should not be separated and the home broken up for reasons of poverty alone.

Your president has during the last three years given much active service in the nation-wide adoption of Mothers' Pension laws, and reports marked progress. The laws have been enacted in twenty-one States in some form while many other States have been looking into the desirability of such a system. The different State Branches of the Congress have been the strongest factors in securing this improvement measure for home and child-welfare.

The Second International Congress also adopted the resolution to work for the enlargement of the U. S. Bureau of Education to include a division that would help parents in child nurture and to have a mother as its director. Your president is happy to report that she has secured this recognition of the wishes of the Congress, and that the U. S. Bureau of Education is for the first time in its history taking the home into consideration.

Another recommendation of the Second International Congress was to work for State Probation Commissions in every State.

Your president can only report progress in educating public opinion in this direction. Some of those most closely associated with probation work have openly stated their conviction of the wisdom of the Congress in working for this measure. The Second International Congress also adopted the resolution that all homeless children should be placed in homes through sanction of the Juvenile Court to ensure suitable records, supervision and reports.

Your president reports the adoption of this method by an increasing number of home-finding societies. Especially has it proved advantageous because in this way counties may provide the money required for such placement.

The Second International Congress also advised that the arrests of children should be discouraged and that children's misdemeanors be reported to a committee which might be appointed to advise and aid children. Also that in every county the Juvenile Court, and rooms for the care of children awaiting hearing, be secured.

Your president has given earnest work in promotion of these measures and with some degree of success. The full accomplishment of them will require the co-operation of every State and local organization.

Another important work outlined by the Second International Congress was the promotion of a higher regard for the sacredness and permanence of marriage through the home and church. Your president has, through stimulating parents' associations in churches, endeavored to promote this recommendation.

The Second International Congress recommended that the Kindergarten be made a part of the school system.

Your president reports that as director of the National Kindergarten Association she has been able to unite the efforts of the Congress and the National Kindergarten Association.

The recommendation of the Second International Congress in 1911 has proceeded far toward realization because the U. S. Bureau of Education has established a Kindergarten Division with the distinct purpose of promoting the establishment of the kindergarten as part of the school system of the United States.

The Second International Congress in 1911 authorized the better cleaning and care of school buildings and a careful selection of janitors. Through the Child-Welfare Magazine your president has urged the parent-teacher associations and mothers' circles to take up this work. While some progress has been made, your president feels that a deeper interest in and work for this would reduce the contagious diseases which have such a field in public schools.

To Dr. Helen C. Putnam, whose time and pen so ably led the way for better care of school buildings the Congress owes much. Your president urges that greater care and attention be given to this in future.

The Second International Congress also recommended that the Congress work for a constitutional amendment giving the federal government jurisdiction of polygamy in States and over marriage and divorce laws. Whenever possible your president has lent her influence and support to those organizations which are now leading in the adoption of this protection of home and family.

Reaching Every Home

The constitution of the National Congress of Mothers calls for county branches. It is manifestly impossible for many parents of little children to attend State and National conventions. It is quite possible for nearly all parents to attend an annual county convention. It is quite possible to make a county conference almost as inspiring and quite as full of educational thought on child nurture and child-welfare as though it were a State conference.

As the primary purpose of the Congress is to reach every home and enlist all parents in deeper study and work for children, your president suggests to every State that during the coming year the State Branches shall arrange to hold county conferences in the State, in as many counties as it is possible to arrange them.

A strong inspiring county conference should leave a group of members sufficiently interested to see that adjoining counties have their interest awakened so that they, too, may have annual conferences.

By dividing the Vice-Presidents of a State into districts and giving to each the responsibility for a district it should be possible to reach every county within the year. There are many cities to-day where there are branches of the Congress which have enlisted as yet very few mothers of young children and who are overlooking the necessity of forming mothers' circles and child study circles in neighborhoods where it is easy for the mothers to meet because they live near each other.

A mothers' circle should annually review its work, and not rest satisfied unless it has enlisted other local groups to organize for child study. Those who are actually meeting the duties of motherhood and whose children are still children should form the majority whom it is essential for the Congress to reach.

The growth of the Congress is limited greatly by the need of greater financial support. It would seem a work of such vital service to every home that it seems strange any mother should hesitate to contribute gladly the ten cents due each year which supports State and National work.

No great educational institution can exist without endowments and gifts from those who believe in the work. The National Congress of Mothers

and Parent-Teacher Associations is a University for Parents, for Child Study and Child-Welfare in Home, Church, School and State.

Every local group gets its inspiration for organization, its advice and help from the National, either directly or through the State Branches.

Parents cannot go to a College for Parents. The college must go to the parents, and that is what it does through the system used by the National Congress of Mothers and Parent-Teacher Associations.

Were there a larger income the stimulus and inspiration of visits from leaders in child study and child-welfare to local associations might be more frequent.

The Congress could use advantageously a large fund to give this service. Postage is a large item, printing is also another necessary expense. Every officer of the Congress gives almost her entire time to the Congress, and is compelled to do so if she performs the duties devolving upon her.

The marked and steady growth of the Congress is a result of carefully planned consecutive work for many years.

The Congress has a definite goal. It has definite methods for reaching the goal. It has striven to educate its leaders in every department and to retain them after education. It has placed the work and its progress ahead of everything else. The love of use and service, the spirit of tolerance and consecration to His little ones have been the motive powers which have opened the doors to ever-widening opportunities for service.

In this conference we have met each to give his or her best, to feel that the Great Leader in work for children is the Father of all, that for each there is a place and a work to do, and that in this week in which it is our privilege to be together, we have come for an enrichment and an infilling of the spirit which will enable all of us to go back to our homes inspired and strengthened for greater service.

Your president closes the report of her stewardship of this great trust with gratitude for the really great things that have come to the Congress since 1911, with warm appreciation for the loving confidence of her coworkers and with an ever deepening sense that the work of mothers is the fundamental work of the world, and that only as it is guided by knowledge of child nurture will the standards of humanity rise to the highest level. Mothers are the seed-sowers. The world suffers if they do not sow the seed intelligently and purposefully. It is the Master's business which has brought us here. May His spirit be with us through the days we are together and in all the years to come.

REPORT OF MRS. DAVID O. MEARS, VICE-PRESIDENT

The work pertaining to my position as Vice-President of the National Congress of Mothers and Parent-Teacher Association has been largely in connection with the Child Welfare Campaign which is being conducted under the auspices of the Congress.

As chairman, I have received and accepted invitations to speak; have prepared circulars and sent out many thousands to members of the Campaign Committee—composed of the presidents and vice-presidents of the Congress, the president and treasurer of each State—and to Chairmen of national committees, to circles, associations and individuals.

It has been my earnest desire to keep in touch with all organizations affiliated with the Congress and to be of service in promoting the highest interests of the Campaign.

The circulars gave emphasis to a request for special observance, by each Mothers' Circle and Parent-Teacher Association, of Child-Welfare Day, February 17th, the birthday anniversary of the Congress; with suggestion for a program including the presentation of the importance and value of the Con-

gress, its claims, the results accomplished during these seventeen years of its existence, plans for the future, and the securing of an offering for Congress work. "The wide service of the National Mothers' Congress with the nation-wide needs of the children was the subject recommended for the day."

In preparation for the report of the Compaign Committee, I sent out two sets of questions to the state presidents and treasurers:

How many Mothers Circles and Parent-Teacher Associations in your State observed Child Welfare Day on February 17th, or thereabout?

What was the character of the meetings held?

What was the approximate attendance?

What was the amount of the offering taken and sent to the National Congress of Mothers as a result of the appeal for National work?

What methods, so far as you have knowledge, were used in securing co-operation in effort and gifts?

What suggestions can you make to awaken greater interest and to increase the funds?

Encouraging letters from state and local workers have been received showing that in many States there was a wide-spread helpful observance of Child Welfare Day, enthusiasm aroused, offerings made, and an expressed intention to commemorate the day yet more extensively in the years to come.

In connection with the Campaign it is suggested that,—

Each state president in her annual message and in executive meetings throughout the year shall keep constantly in mind plans for the Campaign and endeavor to enlist co-operation from each association in the state.

Local associations aim to secure as many new members as possible from organizations already formed, to organize new associations, to secure subscriptions for the Magazine, and to observe Child Welfare Day, February 17th.

District Child Welfare conferences with groups of speakers be arranged.

Governors be requested to issue proclamations for Child Welfare Day, and to appoint Child Welfare commission.

Ministers be asked to preach an annual sermon on Child Welfare on the Sabbath preceding Child Welfare Day.

The Press be given items regarding the growth and progress of the Congress work.

A Mothers' hour be observed every day in the year between nine and ten in the morning when the mothers of the country, though engaged in many household duties, shall give special thought and consideration to their duties, responsibilities and privileges in home, church, school, social and civic life.

An endowment fund to meet the necessities and possibilities of the important, far-reaching, rapidly-growing Congress work.

I am glad to express grateful appreciation of the co-operation given by national and state officers, by chairmen of committees, by officers and members of local associations, especially by our wonderful National President—our beloved Mrs. Schoff.

Every letter written in behalf of child-welfare, every word spoken, every new circle or association formed, every new member added, every subscription to our official magazine—THE CHILD-WELFARE MAGAZINE, every dollar given, is a part of the Campaign work; and as such can be enumerated at the annual Congress and at the state Conventions.

Will each officer, chairman, circle and association unite in heartiest, well-directed efforts for the further success of the campaign, which will mean conservation of our children, a wonderful revival of interest in the sacred life of the home, church, school and community, and redound to the helpfulness and happiness of the whole round world?

REPORT OF MRS. EDWIN R. WEEKS, VICE-PRESIDENT OF THE NATIONAL CONGRESS OF MOTHERS AND EDITOR OF "PARENTS AND THEIR PROBLEMS"

My message to you as a Congress is that " Parents and Their Problems " are not my books, nor are they the product of any book concern gotten out merely to sell. They are your books, published by you, and are the outcome of your eighteen years' experience as to what parents need and are asking for. Our loan-paper work has brought us thousands of requests for just such help in solving the various problems of child training, as " Parents and Their Problems " give, and every subject presented was so suggested.

The eight volumes cover: Education for Parenthood, Physical Care, Ideals of Child Training, Methods and Materials of Training-School, and Congress Work. The last volume covers the history of the Congress; biographies of the founders; origin, methods, purposes and results of the work; explanations of the departments; basic beliefs on great public questions relating to child and home; and other material of high value to organizers and social workers.

Care has been taken to select articles simple enough to meet the needs of all, and to avoid technical language while giving the latest thought of the expert.

Most of the articles are short enough to be used as bases for discussions in parents' meetings, and those who desire further presentation of the topics are directed to the recognized sources of information listed at the end of the sections.

Every article has been read and approved by the Publication Committee, composed of Mrs. Frederic Schoff, President of the Congress; Mrs. Joseph P. Mumford, Honorary Vice-President; Dr. J. George Becht, Secretary of the Pennsylvania State Board of Education, and Mrs. E. R. Weeks.

Dr. E. A. Kirkpatrick, of Fitchburg, Mass., a well-known expert on child study, said to me, " I have looked over the volumes with interest, and I find the contents varied but generally useful. Older classics and modern scientific studies are included, while common sense directions, sympathetic appeals, and stimulating ideals are not lacking. There is no formal classification, but the various subjects are grouped so that those bearing on the same problems are together. *No* parent can fail to find some of the articles valuable and most of the chapters will be interesting and helpful to *many* parents. You did a good piece of work in selecting and arranging the material. I congratulate and thank you."

Every cent the Congress realizes from the sale of these books will go back into Congress extension, so that all members should be interested in examining them. Every one who purchases them will be furthering child-welfare.

REPORT OF MRS. E. C. PORTER, VICE-PRESIDENT

I bring you greetings from the great southwestern section of our United States, noted the world over for its rich agricultural and commercial interests.

With the opening of the great Panama Canal within the next few months our doors will be thrown wide open to the outside world, and every nation will then share in our great cotton and fruit industries. But with these new opportunities come new social problems. The influx of foreign population will greatly increase the responsibilities of our educational and social agencies.

Our great southwest has felt, very perceptibly, the touch of the National Congress of Mothers.

A wonderful awakening in child-

welfare work has been the result. Better laws governing women and children, more spacious and more artistic school buildings, better protection and more humane supervision of deficient and delinquent children, all attest to this awakening.

A great landscape painter, once said that he always dreamed his picture, then painted his dream. Seventeen years ago a southern mother dreamed a beautiful dream of a great national, yes, international organization for the promotion of a more enlightened parenthood, a better understood childhood. She did not live to complete her picture, but as the brush dropped from her nerveless fingers it was taken up by another brave, strong woman who has given of her time, strength, and means to complete this wonderful picture and to-day thousands of mothers are aiding her in her undertakings.

The highest ideal of woman will ever remain that of home-maker and man's best beloved companion. This cannot change, for it is the law God hath written in her heart. The seeming unrest among women to-day is largely due to these enlarged ideals and to the formation period of new activities. This unrest will gradually yield to a fixed condition wherein woman may work out the realization of her new ideals.

Let no one fear a loss of womanliness so long as woman is a willing slave to her mother instinct. She recognizes that her partnership with God is a most solemn, holy, and wonderful obligation, and her best efforts will be towards the establishment of a more sacred home altar, and the feeding of its fires with the fuel of a more consecrated love, and to make more divine the mortals who preside over its holy mysteries.

But these homes we are building *must* be homes wherein the father and the mother both recognize their obligations and responsibilities. They must be one in purpose, one in love, one in authority.

The church recognizes the new home in these words: "For as much as these two have consented together," not "one consented to the other," but the two consented to a common cause. If every man and woman held in their hearts a definite home ideal,—a lofty conception of their united lives, the highest function of parenthood would then be too perfect. There is little credit in simply perpetuating either a condition or a race.

To aid in creating such homes as these is the definite aim of organized motherhood, and the seeming demand for the sacred supremacy of such homes is one of the brightest signs of promise which the new era holds.

We see great possibilities before us in helping to solve the greatest problem in the world to-day,—the problem of training for the nation and for the Father in Heaven, brave, bright, and beautiful souls.

And this can best be accomplished through organization. Many mothers already realize the effect of heredity, pre-natal influences, and proper home training, but what of the mother who is herself a victim of a different condition; she, whose motherhood has not had the preparation that would give to her child a different legacy. She may come to realize a higher standard, yet not have the knowledge or power within herself to create different conditions for her loved ones. How best may she obtain this standard? We answer, through organized motherhood. Think of what organized effort means. Think what united strength has brought to this holy cause, and what an inspiration the less favored mother may get of spiritual uplift to carry back to her own home.

By touching the life of the more fortunate mother, she catches a gleam of things her own life has been bereft of; things that are far more vital to her than material food or raiment.

Then since the standard of a nation's greatness is determined by its homes, surely the state and the nation should make the mother and the child its first consideration.

A MUNICIPALITY ASSUMES THE RESPONSIBILITY OF BABY SAVING

BY MRS. S. H. WHITTEN
of Holyoke, Mass.

Vice-President Massachusetts Branch, National Congress of Mothers and Parent-Teacher Associations

"I am here to speak for one of the few cities where the municipality has assumed the responsibility of baby saving and child hygiene. I have every reason to believe that it is the only way in which this most fundamental and important work can be done in the most effective and economical manner.

"Under an organization entirely removed from political influences, but incorporated in the city's budget of appropriations, the act of applying for a physician's order on the milk stations for food and nurse instruction or assistance, also clinic advice, is entirely removed from any stigma of charity and is a boon to all classes.

"Every home where there is a child unfortunate enough not to receive his proper food and care, and every physician who has a child under his care for which he cannot obtain conditions favorable to its health and growth, has this avenue of hope opened freely to them. There are the poor little children of the wealthy and well-to-do to be given a chance as well as poor little children of the unfortunate, ignorant or misguided. Our city does not look upon this as a charitable enterprise but as a life-saving, health-promoting agency which must eventually raise the standards of living throughout our city.

"No work so basic in its purpose can be left to the chance or haphazard enthusiasm and interest of a few philanthropic persons and their endeavors to raise funds if the work is to continue for a sufficiently long space of time to secure reliable statistics and permanent results.

"Where would be our boasted educational system to-day had each city and town been left to do each year what the funds raised by a few enthusiasts made possible?

"We maintain that before the rights of the child demand that he shall be educated, those same rights demand that he shall not only inherit the right to live, but the right to as sound, healthy, mental and physical foundation as can be his, with which to acquire and assimilate the knowledge and education which shall make that child a valuable citizen.

"If it is true as many scientists are claiming to-day, that crime is disease, then we must go as far back as possible with the individual child to see that there is the least possible chance for the germ of any disease to find soil in which to flourish.

"The food, the care, the home, the father—but most with the mother—is where our first and most important work is to be done in the education of parenthood and in furnishing opportunities for them to make up for their unpreparedness for the serious, sacred duties they have to perform.

"Third: The whole plan of the work, to meet its widest sphere of usefulness, must be broad enough to engage the interest and co-operation of every reputable physician in a community and also be at their service.

"My study of philanthropic work of this nature proves that this is often not so, and also that for the amount of money expended, the number of cases and results reported are much lower than under the municipal system.

"Our points are—simplicity but thoroughness of method and detail; maximum results at a minimum of expense.

"Time is not allowed me for giving the details of the original organization which was conducted three and one-half years by the Infant Hygiene Association, receiving only such aid from the city's contingent fund as was

necessary to meet bills not met by the receipts from milk sold.

"These years proved the actual value of baby-saving work in the most practical way; if a low total death rate of any city is its best civic asset, then the Holyoke Infant Hygiene Association had proven its worth as a civic agency. This name was taken in preference to one using the words 'milk' or 'baby-saving' as our purposes as embodied in our by-laws, covered or included child-hygiene in home, school and community life, and as time goes on and funds increase we are in a position to broaden the scope of our work very materially.

"At present we conduct one central station with modifying laboratory and five delivery sub-stations. Our latest census returns give us a population of 62,850 in seven wards. These sub-stations make it possible to reach all sections at slight expense. Two nurses provide food for 100 babies daily which is the limit of our present equipment.

"Our plan this spring is to extend the work more completely in another congested foreign section where we now have only a delivery station by opening a dispensing station with nurse in charge, weekly clinic, home-visiting and pre-natal work.

"This work is now being done by the supervisor of the central station; but she finds that this section needs its own centre of interest to reach all it should.

"This will give us two important centres, two nurses for visiting and pre-natal work, two weekly clinics, working in conjunction with a medical committee of seven of our best known physicians, the Board of Health, the city physician and the city almoner. We have an advisory committee of our three oldest and most respected physicians.

"In the year from November, 1909, to November, 1910, when the population of our city was approximately 55,000, the death roll of babies under one year was 367 out of a total of 999 —more than one-third.

"During the year from November, 1911, to November, 1912, when the baby-saving work had been going on sixteen months and the population rapidly soaring to the 60,000 mark, the deaths of babies under one year dropped to 263 out of a total of over 1,000—a reduction of 104.

"In 1910 the average death rate of Holyoke babies was a little worse than the national average of one in five of the babies born. The death rate of babies who have received the benefits of the municipal milk station is about one in fifty.

"Former Representative Myron Pierce, of Massachusetts, estimated the economic loss to the State, of a child's life, to be $1,700. At this time 10,000 babies under one year were dying annually in the State of Massachusetts.

"Figure this frightful social waste, and then ask, if you can, if this is a work to be left to the vagaries of charity, or is it the duty of every city and town to support generously but wisely some agency for conserving the life and health of its future citizens."

WORK FOR BABIES IN NEW JERSEY

BY MRS. ALEXANDER MARCY
of Riverton, N. J.
State Chairman Child Hygiene Department

The great need of the hour is to start intelligent people thinking of the great questions involved in the science of good health, looking forward to a future generation of men and women of strong physique and mental ability. Believing that a campaign of Public Health Education was the thing most needed, this Committee inaugurated such a one, and acting through the Mothers' Circles and Parent-Teacher Associations of the State, held

public meetings in the evenings, which were addressed on the subject of general hygiene, by such prominent men as Dr. Philip Van Ingen, Dr. Mary Sutton Macy, and Dr. Godfrey K. Pisek, of New York; Dr. S. W. Newmayer of the Division of Child Hygiene, Bureau of Health, Philadelphia, and Dr. Grace Spiegle, Director of Hygiene in the Girls' Normal School, of Philadelphia, and many others. These meetings were well attended, and created some interest in each locality in which they were held.

A fly campaign and clean up days have been used to advantage in awakening interest in the care and feeding of babies, which together with baby clinics, and better baby contests have all been the work of this committee. A pamphlet on "How to Feed Babies," and one on the general care of children from 15 months to 2 years has been circulated throughout the State and has recently been translated into Italian and Hungarian, and it is hoped to have it also in Polish and Yiddish, as there seems to be a demand for it. Other States may have these at cost by applying to the Chairman. This committee is affiliated with the American Association for Study and Prevention of Infant Mortality, and has been in co-operation with the Public Health Educational Committee of the American Medical Association.

Must we not realize more fully that, if we would be a strong race in the future, we must develop the children physically now.

THE FOUNDATION OF THE CHILD-WELFARE MOVEMENT

BY NATHAN STRAUS

In its origin the movement for the welfare of children was, if you please, sentimental. It was the tenderness that every right-hearted man and woman has for the innocent and helpless little ones. In its development the movement has become economic. It is the potential value of the child to the family and to that larger family that we call the Nation.

When I began my work of protecting the lives of babies twenty-three years ago, the death of infants caused little concern except to the bereaved parents. While the mother's heart was wrung by grief inextinguishable, others gave only a sigh to the passing of a life just in the bud of existence. It was thought natural for many babies to die without reaching their second year.

My first work was to teach the world that it was very unnatural, that it was monstrous, that it was wicked to permit the babies to be mowed down at the very dawn of life.

Then nearly one-half of all the deaths in New York City were of children under five years of age. Now less than a quarter of the deaths are in this age group.

This is a marvellous improvement, and similar gains have been shown by all the larger cities. Yet for the country at large it is true now that 3,000,000 babies each year die without reaching their first birthday anniversary, these babies forming 19.2 per cent. of all deaths.

So it is true, in the expansion of child-welfare work, that we have to hark to its fundamental motive, which was the saving of the lives of babies.

I rejoice that noble women and men of large sympathies are devoting their energies to the betterment of the condition of children, that the work has been developed along many lines, that it touches the lives of babies and of older children, that it concerns itself with their training as well as with their health.

But I have kept to the original lines of my life work as it opened up to me in 1892. I have labored with the one object in view—the saving of the lives of babies. To promote child-welfare we must keep the child. This is the fundamental work—the base on which rests all the humanitarian effort on behalf of the children.

I have noted the progress made in saving babies' lives in New York City. There the work has been longer under way, my pasteurized milk depots having been opened in 1892; there my work has been duplicated by other private agencies and by the municipality; there the protection of the milk supply has been carried at length to the logical point of requiring the pasteurization of all milk except that small quantity that is certified.

What New York has done it is going to outdo. The death rate among children under five years has fallen year by year, with the expansion of my work and the duplication of my infant milk stations. In 1891 the death rate was 96.5 per 1,000 and in 1913 it was only 37.3. This means a saving of 19,750 lives in 1913 as compared with the number of deaths among children that would have occurred at the rate prevailing in 1891.

Chicago has been one of the pioneer cities in the enforcement of the tuberculin tests and of pasteurization. Philadelphia has just adopted measures to compel the pasteurization of milk. And what these great cities are doing is being paralleled in many smaller places.

The campaign for the saving of babies' lives is becoming nation-wide, world-wide. And everywhere the truth is spreading that, as the late Surgeon-General Wyman wrote: "Pasteurization prevents much sickness and saves many lives."

In all the elaboration of effort and the multiplication of the measures for the welfare of the child, I beg you to mark well and to hold fast to the fundamental truth that much of the sickness that robs the cradle and prostrates the mother with grief is unnecessary and can be avoided by the simple expedient of pasteurizing the milk that is fed to babies, so that their food may not by any chance be to them the means of death.

This is the foundation of your work. It is the fundamental factor in child-welfare. Without it the movement would be robbed of half its beneficiaries. With it there will be an ever increasing proportion of children reared, an ever enlarging army of little folk to come within the range and influence of the child-welfare movement that has been so admirably developed by the National Congress of Mothers under the inspiring leadership of its President, Mrs. Frederic Schoff.

PARENTS' EDUCATIONAL BUREAU, PORTLAND, OREGON

BY MRS. ARISTENE N. FELTS
of Portland, Oregon
President, Oregon Congress of Mothers

"The Parents' Educational Bureau, of Portland, Oregon, is a clearing house for the problems of fathers and mothers concerning children. It has been established a little over one year in three commodious rooms in the County Court House, Portland. The problems that are brought to us to be solved are almost as varied as are the experiences of the different children.

"The right to be well born and the propaganda for 'Better Babies' are the slogans of the Parents' Educational Bureau. The definite ways of education in these lines have been by eugenic tests and lectures, as well as by individual consultation and advice to inquiring parents on all children's problems.

"Baby tests are held every Wednesday, from 1:00 to 3:00. The doctors and attendants give their services free and about fifteen babies, between the ages of six months and six years, are examined each time. All babies are first registered and the number wishing to be examined has been so great that many have waited months before being accommodated. During the past winter, two test days a week have been held, in order not to keep babies so long on the waiting list. The

mental tests provided on the score card are the Binet-Simon tests and are made by local psychologists. Dr. Robert Hall, the son of Dr. G. Stanley Hall, is the standby in this connection. Dr. Hall has been interested in every phase of our work and has given liberally of his time and experience. The eye, ear, nose and throat specialists have been generous with their time, as have the regular physicians in conducting the physical examinations.

"Besides the baby tests, a splendid course of lectures on the care and training of children has been given weekly.

"Normal Development of Child and Normal Variations; Maternal Nursing, Wet-nursing and Weaning; The Pure Milk Problem; Sleep, Bathing and Fresh Air; Modified Milk; Teething and the Care of the Teeth; Feeding after the First Year; Story Telling and Children's Literature; The Beginnings of Sex Education; The Child and the State—Child-Welfare Work.

"The program was arranged by Dr. Robert Hall. These lectures have been largely attended by mothers with small children. Dr. Hall has also arranged a course of evening lectures of a more general nature and these have been well patronized by both fathers and mothers. The subjects of the evening lectures have been:

"The Value of Nature Study in a Child's Education; Play, Toys, and Amusements for Children; The Moral Development and Training of Children; The Intellectual Development and Training of Children; The Religious Development and Training of Children.

"In the tests and lectures, together with individual parents coming to the Bureau for advice and consultation, we have this winter come in contact with over 200 mothers and their problems each month—we have been in consultation with over 100 different mothers each month and our usefulness is growing in every direction.

"The class of babies already examined has scored unusually high. The majority of babies scored have averaged over 90 per cent. We have the distinction of having a 'perfect baby' in Oregon—a baby who scores 100 in all points. Jane Kantzler, aged four, is Oregon's perfect baby for 1913.

"While we are justly proud of these high records, we feel the need of going out after the baby who does not score so high; into the home and to the mother where conditions have not produced the 90 per cent. baby. Those mothers who are already so interested in the care of their children that they will bring them to us to be tested do not need our assistance and advice nearly so much as the ignorant and careless mother. We are meeting this need by sending speakers into foreign settlements, by asking the Parent-Teacher Associations to appoint baby days in their own schools or at the Bureau.

"There is need of a trained worker who can follow up the cases that need attention, more than we can give in meeting a mother just once.

"The Bureau Committee is seeking to work more and more with the Parent-Teacher Associations of Portland and of the surrounding country.

"The Social Service Committees of the local circles have done a fine work this winter among these mothers and we are now working on a plan to join forces and bring that personal touch of loving service into the home of the truant boy or girl. The persistent truant becomes the juvenile court boy or girl and if the Parents' Educational Bureau can get into that home with its counsel and loving spirit of helpfulness, we can surely lessen juvenile delinquency and do much for the uplift of the human family.

"The actual good being done by the Parents' Educational Bureau of Portland cannot be photographed or put in printed form. The personal loving service we are seeking to give is shown best by the thankful hearts of the awakened mother and the happier, freer life of little children."

MAKING PUBLICITY WORK

BY ANNA STEESE RICHARDSON

National Chairman Department of Child Hygiene, Congress of Mothers and Parent-Teacher Associations

It is a wonderful sensation to face a body of men and women pledged to good works. Throughout my career as a writer, I have been reaching out to the unseen audience of men and women whom I wished to convert to some theory or line of work. It is a unique experience to talk to those who do not need conversion, but who are already engaged in good work,—to men and women who do not say,—"If I am interested in this work of yours, I will help you,"—but rather, who say,—"I believe in your work, and I want to know how to do my part."

One way or another we are all working for a common cause,—the welfare of the child. Each one of us is investing a certain number of hours, a certain amount of energy, a certain number of dollars in the work which is so dear to us. Now, when a business man is about to invest money, he selects the bonds or stocks or industry which will pay him the biggest return on the cash invested.

My answer is—publicity. Not personal publicity,—but publicity for the cause. Not *any* kind of publicity,—but the kind of publicity that works.

We do not want the kind of publicity that goes to sleep on the job. We want the publicity that works day and night.

We do not want the publicity that antagonizes—we want the publicity that makes friends.

We do not want the publicity that is over the heads of the people we need in our work,—but we want the publicity which has a personal, intimate message. In other words, we want to make publicity *work,* and publicity *pay.*

In this campaign for the welfare of the child, we must reach all classes of parents, for children are born into all classes of homes. Wealth does not insure the safeguarding of the child physically, mentally or morally. Therefore, our publicity must have a general appeal—not class appeal.

We all know that there are certain newspapers and certain magazines which appeal only to classes. There is the ultra-conservative newspaper representing the moneyed interests. There is what we call the yellow journal, whose appeal is purely sensational and directed to what is commonly known as the masses, the laboring element. Between these two is the well-balanced, fair, unprejudiced paper, which is really the paper of the masses, because it has the appeal for the mass of readers in all walks of life.

The same is true of magazines. You have the magazine for the artist or the lawyer. It interests nobody who does not paint or plead. You have the organ of the Socialist, which has no appeal to the conservative element, and then you have the great popular magazine,which is read not because it has special or specific appeal but because it affords hours of general and interesting reading matter to all classes.

In planning our publicity campaign for Child-Welfare we should take a lesson from the newspaper or magazine field. The class paper has small, if select, circulation. The general magazine or paper reaches the masses, —so must our publicity.

In planning the publicity work in your town or in your State, bear in mind that you have three distinct points toward which you are working, —the editor, who will or will not print what you offer him; the power for good or evil in your community, which you wish to reach through the paper, and the parents, who, if properly aroused and organized, can co-operate with the power, municipal or state, private or political, which can better the conditions for children in your community. This holds true whether

you are working for better dairy conditions, for better light in the schoolrooms, for better conditions in the factories where children work, for probation officers in your courts, or for birth registration.

Test your publicity matters by your own interest in what you read in the paper. Let us take a concrete instance:

The stock yards or abattoir in your city or town are in a filthy condition. A local clergyman stands up in his pulpit or writes to your paper and starts out with the story of the Augean stables, followed by a long-winded, theoretical dissertation on municipal sanitation. You read the first few lines and you lay it aside. The Augean stables belong in mythology, not in your town.

But let another clergyman, or social worker, who understands human nature, write an article which starts with the statements that—there were so many cases of typhoid fever, which the doctors could trace directly to the conditions of the local stock-yards,—or so many cases of tuberculosis which could be traced to the diseased condition of dairy, and you ask your wife or your housekeeper where the meat and milk on your table are bought.

Your publicity for the child must make the same practical, up-to-date, personal appeal, in order to get past the editor, to go under the skin of the political powers and to arouse the parents to action.

The editor does not have to publish what you write. The news wires, the newspaper syndicates in the great cities, his own staff of writers are all pouring copy upon him. He is going to use the copy which he thinks his readers will read. You send him an article about your work, and he prints it, not because you are a regular subscriber, or even an advertiser, or because your work is known to be good work,—but because your article may contain something that will interest the mass of readers who pay anywhere from one cent to five cents for his paper. He must pay for a lot of copy which comes to him over the wire from all corners of the globe; he must pay for the syndicated matter for which he has contracted; he must pay the salaries of his reporters and special writers. He will *not* use your copy unless it is *better* than the material he pays for.

So it happens that your item about birth registration, medical inspection in the public schools, ventilation in the moving picture houses, probation officer in the county court house, is landed right up with the latest news about Harry K. Thaw, Queen Eleanor's visit and the birth of twins in the home of Jim Smith. He is not publishing your article, or your story, or your argument, because you, as a subscriber or as a faithful reader, have asked him to do so, but because his five hundred, or five thousand or fifty thousand readers will be interested.

Therefore, it is your task to make that article readable and to get it past the editor.

Now, how can this be done? First and most importantly, by making it a story—and not a preachment; a tale of to-day,—not an argument. When it comes to reading newspapers we are all children. When we go to the theatre, we are all children. That is why when Maude Adams says: "If you believe in fairies, wave your handkerchief," we, all of us, fifteen or fifty, instantly reach for a square of cambric. Psychologists will tell you that it is the dramatic instinct which answers the appeal of the story. Make your argument for Child-Welfare a story, the sort of a story that goes past the mind down to the heart. Don't say we ought to have medical inspection in our public schools because it has been tried all over the United States with the best possible results,—it is being incorporated in hundreds of cities. Nobody will read beyond that paragraph. Here is the item which everyone will read:

"In the schools of this city there are two hundred defective children,—defective in hearing, defective in sight, defective in mental development.

Those two hundred children are holding back twenty thousand children, including yours. If they had medical examination, 75 per cent. of the defects in hearing, sight and mental development could be relieved. Do you want your child held back by two hundred defectives?"

Analyze the power of this statement. Every parent wants his child to be promoted as rapidly as possible. Every tax-payer, with a dollar invested in the public schools, wants the classes to move forward and be graduated as rapidly as is consistent with the course of study. Immediately your article has a personal appeal to every father, mother, teacher and tax-payer who reads it.

That is the sort of publicity that pays.

The editor will publish it because it is news. The politicians who control the public schools of your town will read it, because they will wonder how much they are being blamed for the conditions. The parents will read it because they have been feeling there is something wrong with the public school system, and the tax-payer will read it because he loves to get something on the politician.

Probably the result will be a part time health officer in your public schools, and operations for adenoids, which are making children more hard of hearing each day or retarding their mental development; eye-glasses, which prevent headaches and dullness in the class room, and a general waking up to the belief that children need something beside four walls and a bag of books in order to obtain an education.

You know just as well as I do that we free-born American citizens want all that is coming to us in the public schools or anywhere else. The minute we think we are not getting this, we start after it.

You can reach the great American public more quickly by pointing out something which they should have—that they are not getting—than by telling them what is good for the community.

You can pretty generally count on getting a response if you knock at the door of the great American heart. When it comes to the argument based on purely mental processes, you have to show the American. Touch his heart, and you do not need an argument.

I remember writing what was to me a very convincing article about the work for Better Babies. There were wonderful figures showing the spread of the movement over the country; wonderful plans for the coming year; a fine array of names showing men and women interested in the work,—and there was also a little heart interest story about a baby found on the hospital door-step, fed and cared for intelligently by nurses, entered in a contest and pronounced a prize-winner, a 100 per cent. baby.

That little item, with its tears and its smiles, nestling among a lot of bristling statistics, did more to advance the campaign for Better Babies than almost anything we ever published. Here was something that every mother who had hugged a baby to her breast, and every father who had walked the floor with a crying baby could understand. A baby born to ignorance, indifference, and poverty—puny, unwelcome—had been brought to physical and mental perfection by good care and feeding, by the simple methods set forth to mothers who attend Better Babies contests. That little mite of humanity was the most convincing argument in the world. It converted its hundreds to the cause of Better Babies.

Always keep the story idea in the foreground of your publicity. Next to the story, or heart interest element, remember that illustration counts. When you open your evening paper, the first thing that strikes your eye is a picture. You immediately glance at the caption to see what the man or woman has been doing; or if it is a scene, whether it is a fire or an automobile accident, or the crowning of an Emperor. You get it all in a glance.

You read the caption under the picture and if it interests you, you read about that picture first, the other news items afterwards. Use the picture in your publicity. Ninety per cent. of the people who open the paper will look at the picture first, and if you have interesting pictures and interesting articles, they are going to be read first. That is why the editor will publish it.

We who are working for the welfare of the child are especially well-equipped in the picture field. If we are fighting an evil, we can show the effects of the evil on the child in photographs, or we can show the effects of better conditions on the child, and we can offer *before* and *after* photographs of the child.

One of the most telling arguments for the use of nitrate of silver solution at birth is a poster put out by the Chicago Board of Health. It shows three panels—in one is a little tube of nitrate of silver solution with a medicine dropper—the next panel has the simple phrase "Five cents" —in the third panel is a most affecting picture of a blind baby reaching helplessly for its toys. The phrasing is equally significant,—"Use this—and Prevent this." The Chicago Board of Health has also fought dirty dairies in the same way with a series of pictures showing the filthy stables and carelessly handled milk in comparison with clean stables and properly handled milk. There is scarcely a word on this poster, yet it has set hundreds of towns to investigating the source of supply of milk fed to their children.

Names count in publicity. Americans are not snobs but they worship success. They will follow the lead of a man who has been successful in any line. Your mothers' club might be doing very good work, but when you announce that the Mothers' Club objects to the lighting facilities in a certain school building, the average reader may pass the item by.

But if you say that Dr. James Smith, the most successful oculist in your city, acting for the Mothers' Club, has investigated certain conditions and found that the eyesight of two or three hundred children is endangered by those conditions,—everybody is going to say—Something Must Be Done.

Why?

Because Dr. James Smith stands at the head of his particular line. What he says—goes—Mothers may or may not be able to criticise lighting facilities, but a successful oculist *knows*.

If, in addition to the protest of Dr. James Smith, you can offer the protest of the heaviest tax-payer in your community, the most important clergyman and the leading educator, and a woman whose personal magnetism attracts other women,—the desirability of your article is increased just so much.

When I speak of the value of personality of this sort, I do not mean personal publicity which exploits one or two leaders in the movement. The official of an organization who insists upon having her name published in connection with every article, or her picture published whenever a chance offers, has not the right idea of appealing to the public through publicity. You get the best results from a number of personalities exploited at different times.

The best sort of publicity is the publicity that repeats itself. The sort of a story which makes Mrs. Brown say to Mrs. Jones, "Did you see that article in this evening's paper about the sensational crime plays they are having at the Empire theatre? I am not going to let Johnny go there anymore." Mrs. Jones tells Mrs. Green, and Mrs. Green's husband, who likes to have his letters appear in the column headed, "Our Regular Readers" or "Contributors Department," immediately writes to the editor, congratulating him on taking the stand for the protection of juvenile theatre goers; the editor, who likes to be patted on the back, publishes the letter. Somebody, who owns stock in the theatre, comes back with an article explaining that the public won't patronize a theatre which shows educational films. The Womans' Club or the local branch

of the Parent-Teacher Associations, pledge themselves to buy a certain number of tickets each week if educational films are shown. This is all threshed out in the public print, and almost before you realize what good your publicity has done, that particular theatre has been cleaned up and is a safe place for your child to visit.

That, my friends, is the sort of publicity that pays. It makes people talk.

You can always secure space in the better class of papers, for babies. The Better Babies campaign in this country has been successful because it has been supported by the newspapers of America. The Better Babies Bureau of the *Woman's Home Companion* could not have done this work without the support of the newspapers. In the office of the Bureau are clippings about the work for Better Babies representing at least fifteen newspapers with a combined circulation of between seven and eight million readers. These figures, according to our clipping bureau, are conservative. Between seven and eight million readers, therefore, have been interested because what was published in the *Companion* about Better Babies has been the sort of material that repeated and repeated until its message rang round the world.

At a time when we felt particular need of interesting the highest grade of newspapers in the country in the work for Better Babies, we put forth a special effort known as "Little Talks on Babyology,"—twelve weekly articles about the care of the baby, founded on the score card and pamphlet, "Hints to Mothers," used at Better Babies Contests. This was the sort of article that every mother, every woman interested in children would read. Newspaper editors recognized the fact; 160 of the best papers in the United States carried those articles every week for twelve weeks,—three million readers enjoyed them; the demand for more like them was general.

That is the sort of publicity that works,—the sort of publicity we need for the Congress of Mothers and Parent-Teacher Associations.

The man or woman who could do this in every article he wrote would command the highest salary in the magazine world. If I could tell you just how to write such items, the next gathering of this body would be so large it would overflow a building ten times the size of this. We would have the whole country stirred up for the welfare of the child. But I can only say in a general way, when you write up your work—write what you know you would read if some other fellow wrote it. Reach for the heart—not the head. Illustrate your story, if you can; make it so interesting that papers outside your home town will take it up and write what your town is doing for Child-Welfare.

That's the publicity that *works*.

The Home and Child-Welfare

THIRD SESSION

THURSDAY EVENING, APRIL 23D

Eight O'clock

TWENTIETH CENTURY MOTHERHOOD

BY HELEN G. PUTNAM, M.D., LL.D.,
of Providence, R. I.

[This Abstract is made by the author. The address given at the International Congress was a part of the Commemorative Address at the Twenty-fifth Anniversary of the College for Women of Western Reserve University, June, 1913. It is published under the title "The Woman Movement and the Child" in *The North American Review,* 1914.]

In the last ten years four million children under five years of age, each entrusted with an inheritance of life that until now had survived all vicissitudes back into an infinite past, from each the race entitled to receive this ancestral Trust—its labors, its intelligence, or even its descendants to infinite generations,—four million such bequests of the past to the future have been destroyed by our neglect of their right to be well born and cared for.

They were born of unhealthy fathers and mothers, perhaps of criminals who killed them. They were cared for by mothers who were never taught how, or were too poor to provide necessities; by inefficient physicians and nurses; under community regulations that failed to supply pure water, milk, food, proper housing, safe streets and play places, protection from contagions; and that permitted marriage of the unfit.

We need schools for nurses to supply 50,000 where now we have 5,000, and to prepare in such special kinds of work as school and home visiting.

We need thousands of women as doctors of public health and as school inspectors, both being forms of housekeeping and care of children, women's business. These are specialities, and only the best medical colleges should be studied in; for the profession is swamped by well-meaning enthusiasts without the technical knowledge.

We need medical women specializing in obstetrics to care for our annual two million mothers "in the perils of childbirth." Of the 20,000 mothers and 250,000 babies dying yearly, medical investigators frankly state that a very large part have had bad care.

In law, as it becomes less punitive and more preventive, various classes of offenders can be turned into right channels only through the help of one of their own sex. So we have a few women, perhaps 2000, as lawyers and judges in cases of girls and women, and are beginning to have women serve on their juries.

The courts, as at present conducted, in very many instances protect sexual offenders and therefore encourage them. The police judge in San Francisco that was recalled a few days ago through the work of women, because he had made the bail of a man who had assaulted a girl so low that the criminal could afford to run away, is a type of a host of court practices condoning similar outrages. The incident is a warning of coming changes in our courts everywhere.

In education women are already in a great majority, but their universally subordinate position is such that many capable women cannot serve the children with their best wisdom. This is because schools are in politics. Until Superintendent Young, no one had

appointed a dean of girls in high school for their social guidance that it is perfectly evident is greatly needed; needed quite as much as is the guardianship of police women outside of school, in streets and other public places. This is all official chaperoning. Numerous experiences such as this in education help prove that officials should be appointed on the basis of ability instead of sex.

The greatest work for women, during the coming ten years especially, is to raise the ideal of the child's well-being to its rightful supremacy. Sex and the sexual, instead of dominating as in the past and present, must be relegated to its biologic place as one, simply one of the physiologic conditions and functions. The law is revealed daily in the feebleminded, diseased, incapable that are increasingly burdening us.

It makes no difference to the child's inheritance which parent is unfit—neither should be. It makes no difference to the child whether, after birth, the ignorance, evil instruction, contagions blighting him come from a man or from a woman; from domestic conditions (said to be women's work), or from municipal conditions (said to be man's work). The responsibility cannot be divided. Before this ideal—the child's well-being—the sexes are on equal footing, nor is one sex justified in wronging the child because the other says so or does so. Nature forgives no specious reasoning. The child and the race suffer the consequences.

An audience like this can direct public endeavor in hundreds of scattered communities to this constructive ideal, the good of the child. This motive will fearlessly and wholesomely search out and clear out our worse than Augean stables with rivers of cherishing love and technical knowledge—one without the other is useless.

Women must inspire a new ideal in education—the ideal of the race instead of our present one, the individual. It must be built into the child's intelligence as enduringly as are alternating phenomena of day and night, or of recurring seasons that: Life is a Trust, from fathers and mothers back into an infinite past; to be guarded and bettered in his turn and passed on to children's children infinitely. The aim of all education worth a nation's support is to make better parents of better children. Let us say so. Only this sanity can ever put an end to the abuse of sex.

The motives of women entering occupations are need of supporting one's self or others; desire of financial independence; wish to make a record; or wish to help humanity. More women yearly are restless in idleness, restless under the tacit contempt for parasitism, and humiliation of dependence on the intentions of relatives, friends, or husband. They are waking to its significance.

If the labors which the great majority of women are putting in homes were estimated at market rates like those of men, and domestic arts are coming to have high values, husbands' incomes in a very great majority of cases could not secure either the quantity or quality. This, the largest single field of industries, is not enumerated by the census. Accurate valuation would put an end to the shibboleth, "The husband supports the wife," would give self-respect to millions of women, and so inspire them; would help remove the unsound impression of womens' camparative irresponsibility and mens' comparative dependability, whose psychologic effect is diastrous.

Women achieving incomes, and all encouraging girls as well as boys for wage-earning are wise. The next step is to adjust the economic relation in marriage and home-making. But economic independence of women, even in homes, although indispensable for the happiness of most families, is a failure, as is the economic supremacy of men, if by its attaining, or by the output of their works, the health of the man or woman, the intelligence of either, their standards of right living become such that children are harmed.

SANE EUGENICS

BY MAXIMILIAN P. E. GROSZMANN, Ph.D.

Eugenics has become a household word of many American families and a great deal is being said and written about this new science. It is held up to our thoughtless youth of both sexes as a sort of scare-crow, to frighten them into good behavior. Of course, it really means a study of the laws which govern the production of healthy offspring. As such, it is an interesting and helpful study for all thinking men and women, and has its special application upon prospective parents. Unfortunately, the laws of heredity and transmission of characters, which are at the bottom of this new science, have so far largely been studied in their application to a relatively small number of plants and animals from the point of view of the breeder. A breeder is interested in controlling certain desirable points. The study of the transmission of such special traits, and of producing them by suitable methods, is relatively simple. It is, however, not so simple to apply these standards upon human individuals whose physical well-being, intellectual qualities, mental and emotional sanity and moral character represent a complexity of organization of which psychologists and students of human nature, in general, are only beginning to become aware.

"The world is not yet a stock farm," said a newspaper writer in commenting on a previous paper of mine on "Sane Eugenics." "That there is a foundation of good sense in eugenics goes without saying. But the most sensible theory may be pressed to ridiculous extremes. Marriages are not merely breeding experiments. Men and women will never consent to be mated as if the world were a demonstration stock farm. The true marriage is a union of affection—a happy comradeship of two congenial chums. Either party to the contract may lack physical perfection and both be entirely content.

"Milton was blind, Pope a hunchback, William of Orange an asthmatic and dyspeptic, Heine a lifelong invalid, Stevenson a consumptive. The world could spare a million physically perfect athletes much better than it could spare the immortal work dedicated by those sick and crippled sons of genius to the happiness and gain of the ages."

One of the most deplorable results of the present discussion of eugenics has been that it has given a somewhat pessimistic twist to modern thought on the propagation of the race. The cry has been raised that we are in danger of a nation-wide degeneracy through the propagation of the feeble-minded, the drunkard, the criminal, and the generally unfit. Spectres of tainted heredity, of "damaged goods," are constantly conjured up upon the scene, and some have gone so far as to frighten even children by teaching a kind of sex hygiene in schools that would dwell upon the horrors of venereal disease. The impression is given as if we were on a downward road and as if the race were on the verge of destruction.

Even Dr. Howard Knox, of Ellis Island, a careful student of the conditions of transmitting undesirable traits, admits in a recent article that "there must be some good reason why we are not all insane or deficient." He refers to the fact that psychopathic conditions which seem to produce mental inefficiency in the offspring are so frequent. And if excess in the use of alcoholic beverages, and diseases of the sexual system had the dire effect upon succeeding generations which some enthusiastic advocates of reform claim they have, Dr. Knox's wonderment as to why we are not all imbeciles would become even more justifiable. For it is a well-known fact that our forefathers and foremothers were rather heavy drinkers, and that sexual license was a much more common thing in the past than it is now. In fact, certain forms of sexual sacrifices and of de-

bauch were intimately associated with religious rites of ancient peoples. Mankind has reached to higher forms of civilization and culture and is developing physical and mental sanity of high order, in spite of the insidious poison which it is alleged we are carrying in our bodies and souls from generation to generation.

We are warned that feeble-mindedness and other mental defects cause crime and prostitution, and that consequently we must prevent the mentally defective from propagating their kind. As a matter of fact, the percentage of the feeble-minded among criminals and prostitutes is not great; and the statistics which are given us to show the danger of transmitting undesirable traits are somewhat doubtful. I saw, at one time, a chart in which the family history of two inmates of a certain lunatic asylum were supposed to be traced. The two were found to be related a few generations back, and about 1000 progenitors and relatives were charted. They were neatly classified as having been worthless in one way or another,—feeble-minded, insane, inebriate, paupers or what not. I questioned myself how in the world the investigators had been able to obtain information reliable enough to make the diagnosis of so many dead persons for tabulation. The manner of tabulating such cases is explained in a book which has become well known and in which two branches of the family of a certain youth of Revolutionary times are traced, the sane branch and the vicious branch. I will quote from this book:

"In determining the mental condition of people in the earlier generations (that is, as to whether they were feeble-minded or not), one proceeds in the same way as one does to determine the character of a Washington or a Lincoln or any other man of the past. Recourse is had to original documents whenever possible. In the case of defectives, of course, there are not many original documents. Oftentimes the absence of these where they are to be expected is of itself significant. For instance, the absence of a record of marriage is often quite as significant as its presence. Some record or memory is generally obtainable of how the person lived, how he conducted himself, whether he was able to make a living, how he brought up his children, what was his reputation in the community; these facts are frequently sufficient to enable one to determine, with a high degree of accuracy, whether the individual was normal or otherwise. Sometimes the condition is marked by the presence of other factors. For example, if a man was strongly alcoholic, it is almost impossible to determine whether he was also feeble-minded, because the reports usually declare that the only trouble with him was that he was always drunk, and they say if he had been sober, he would have been all right. This may be true, but on the other hand, it is quite possible that he was feeble-minded also.

"After some experience the field worker becomes expert in inferring the condition of those persons who are not seen, from the similarity of the language used in describing them to that used in describing persons whom she has seen."

It is obviously impossible to consider this method of gathering information as scientifically reliable. We know too well how easily misjudged a man is by his neighbors, and how unreliable the memories even of our own departed friends become in our minds. If we feel that we know something more definite about historic figures like Washington and Lincoln, it is because we have, of course, considerably more documentary information of them than we have of the obscure dweller in the obscure village. But history often reverses the judgment of contemporaries, and the inside history of even such heroes is sometimes very different from what is popularly known about them.

We can never have anything like a reliable history of an individual and his family until we have ample and trustworthy vital statistics enforced by

law, and suitable methods of testing and diagnosing the mental and moral status of the living.

It has become a tendency to overemphasize mental defect at the present time, and to brand a relatively large percentage of children and individuals as feeble-minded when we are still making efforts to perfect methods of discrimination. At any rate, it has been shown that many surprises are in store for us when we apply the laws of heredity as we understand them, to human marriages. It has been recently shown that two feeble-minded persons, so-called, may produce perfectly normal offspring. Again, it is well known that a mental defect may appear in families in which no other trace of defect can be found. We are still only at the beginning of a scientific study of these problems and should hesitate to draw hasty conclusions.

It may be claimed that the number of feeble-minded and ineffective persons is increasing. Even if it could be shown that the recorded number of these failures is larger now than it was in the past, this may be due to various causes and not necessarily to a tendency towards degeneracy. In the first place, we are applying now more accurate and perhaps harsher standards. Again, in the so-called better classes, those who have a stronger, hardier vitality, there is a tendency to later marriages, which decreases the possible number of children; and towards a still further restriction of the number during marriage, so as to limit the family to two or three. Said Mr. Theodore Roosevelt in an article in the *Outlook*: "The point to remember is that if there are in the average family four children, the race goes back, and that the element which has three children is stationary, and that the group where the average family has two children or less represents a dying element in the race." Mr. Roosevelt acknowledges that there is as yet "no way possible to devise which could prevent all undesirable people from breeding. The emphasis should be laid on getting desirable people to breed."

His statement shows, among other things, that economic pressure is not necessarily a factor in race degeneracy. For families in the lower strata, so-called, are usually blessed with a considerably larger family than the well-to-do. On the other hand, it must be admitted that in those "lower" strata, economic pressure is the cause of many sad conditions in the mental and moral status of the children. Mental torpidity, backwardness, physical ailments of all kinds, misdirected activity, and viciousness are the natural consequences of a type of life which is devoid of social balance, of esthetic influences, of ideals of culture and of ordinary necessities and comforts of life, whose very existence is precarious and subject to sudden and disastrous changes of opportunity.

Again, our present life conditions, while they require efficiency perhaps more than any previous age, make it hard to attain it. In the past, most people found the groove along which they could work with relative ease. The various occupations had their traditional confines and regulations. Changes came slowly, so that there was mostly sufficient time for adjustment. Society was more or less clearly divided into stationary groups, reminding one of the ancient castes. Cities, and city life, were simply organized. The workingman was still an artisan with the opportunity and often the desire of becoming an artist in his own particular trade, and the agricultural portion of the population had similarly circumscribed functions and opportunities.

Now we are living in a period of enormously rapid change. Invention follows invention, and the human mind has become so extraordinarily alert and keen that it tackles problem after problem and allows nothing to be called impossible. Machinery, so highly developed that it replaces the handwork of millions and seems endowed almost with human intelligence, has revolutionized industry and agriculture. The amazing progress in the means of transportation has brought the prod-

ucts of distant countries together, and has wiped out local color and local conditions to such an extent that cosmopolitan man is equally at home in any one of the five continents, hardly finding a difference in his life conveniences. It has also brought the nations of the world so closely together that there is now world-wide competition as well as world-wide co-operation where, formerly, man's life was hedged in by the narrow precincts of his own community. This has also broken down national barriers, notably so in our own country whose inhabitants have come from all parts of the globe, building a new nation out of fragments and representatives of all others.

More than that, within the nations themselves there has been a thorough upheaval. Class and caste lines have become obliterated, and social strata which had been for centuries well circumscribed in their life conditions, their ambitions and activities, have become mixed together. The sturdy Norwegian yeoman, the stolid German peasant, the Russian Jew, the herdsman of the Hungarian puszta, the Neapolitan lazzaroni, and many another representative of classes that have to this day preserved almost mediæval conditions and habits, have been cast upon these shores to be in competition with the American freeman. Distinctions of education and refinement, of century-old culture and leadership, of race and nation, of instincts and ambitions, of ideals and aspirations, had to give way before this onrushing flood of the new migration of peoples.

This makes the problem of efficiency difficult for the individual living in these modern times. Opportunities and advantages which in the past had been given to the privileged classes by family, tradition, institution, education, etc., are fast disappearing. In the social turmoil brought about by the building of this new nation and this new age, the individual has an increasingly difficult task in finding his place in life. What would otherwise seem to be a most auspicious epoch for the development of a new brotherhood of man, impresses one largely as a universal struggle for existence in which only unscrupulous and merciless cunning and brute force would give the mastership.

In this mixture of national and racial elements, which is not only a mixture of social strata, but truly a mixture of different civilization levels, elements have been brought into play which had remained isolated for centuries, and which represent more primitive conditions of life, a preservation, or reverberation, of more primitive instincts and mental attitudes, life habits and occupational adjustments. These primitive minds, while they find it very difficult to place themselves properly in our modern civilization, must not be confused with the feeble-minded. The feeble-minded are defectives, the primitives are merely undeveloped or under-developed. These groups will find their level through a process of adaptation from one generation to another.

In the attempts made by the school systems to adjust themselves to these changing needs much undue pressure is exercised upon the minds of the pupils. Dr. Bernard Hollander, the famous British alienist, is grievously concerned by the sudden increase of insanity in England among the children under fifteen years of age. He is convinced that the increased educational demands of the present generation, and injudicious training are largely responsible for many of the milder forms of mental and nervous disorders among school children, and he solemnly warns teachers and parents that frequently the foundation is laid at this period for unsoundness of mind in adult years.

This is a serious warning, indeed. Dr. J. Victor Haberman, of Columbia University, also presents this fact: that examinations of the inmates of penitentiaries, prisons and reformatories have shown an alarming percentage of psychopathic constitutions; and he has little doubt that the majority of these might have been spared had they been properly cared for in their youth.

It may be possible, taking these

statements into consideration, to show that we are now dealing with larger percentages of human derelicts than in the past. But, if this be a fact, the foregoing statements also show where the causes of these derailments must be sought, and that they are not necessarily due to a vicious heredity. We should, therefore, be cautioned not to construe the appeals of the new science of eugenics, as pointing in the direction of making restrictive laws too hastily. As a rule, laws so immaturely made are apt to be, or become, ineffective. We may, through custodial care and other measures, prevent the human beast and the hopeless idiot and imbecile from being at large and propagating their kind. But we shall have to leave it largely to the working out of the natural laws of love and selection to regulate relations, the exact nature of which we are, as yet, far too ignorant to fathom. We cannot even say definitely whether our present theory of heredity, as based on the teachings of Weissman about the germ plasm, and those of Mendel on the transmission of characters, is final or not. In the science of physics and chemistry we have had many unexpected surprises, new discoveries entirely overthrowing theories which had seemed to explain phenomena most beautifully. In the same manner new biologic discoveries may throw our entire system of heredity into utmost confusion. Human nature itself is such a complex thing, composed of bodily and spiritual elements, some of which are transcendent and metaphysical, that we should not feel ourselves competent, at this stage, to handle these awe-inspiring mysteries with impunity.

And, I hold to a more optimistic point of view than those who strive to fasten our attention upon the dark and morbid side of life. We must learn that the transmission of *strong* characteristics has at least the same chance as that of weaknesses; that mental and physical vitality will win the victory in the struggle with viciousness, every time, just because viciousness is the unorganized, the disorganized, the unhealthy thing.

Even when, in individual experiences, mere brutal strength and unscrupulous selfishness seem to gain the advantage over the more delicately organized thinker and dreamer, the progress of the race will inevitably justify the latter as against the former; and it is after all the thinker of thoughts, and the dreamer of ideals, who is at the same time the doer of deeds. For the deeds that last are the deeds of the mind. The neurotic and the genius may have to sacrifice their personal happiness to their mission in life, but, as I have endeavored to show in my other paper on "Sane Eugenics," what would the world be without its neurotics? Even these atypical and exceptional developments of individuals serve the race.

I am in no wise minded to minimize the dangers of truly vicious heredity, and of weakening the human stock. The horrors of bodily and mental corruption are very clear in my thoughts. I am as ready as anyone to protect the unborn generations from the transmission of taint. I am well aware of the fact that the sins of the fathers are visited upon the children even unto the third and fourth generations. Of course, therefore, the study of eugenics is a most important science, and those who work laboriously in experimental laboratories, in clinics and institutions for the observation of physical and mental defects, and in the study and relief of social conditions, deserve our most profound recognition and gratitude. It is through their researches that the final solution of the problems of heredity and eugenics will be accomplished. I am not quarrelling with the research-workers,—quite the contrary,—I am deeply grateful for the light that they are throwing upon these delicate human problems. But I do quarrel with the pseudoscientific popular fallacies, which have been the outcome of superficial and undigested information, and which are misleading the popular mind.

The human race has been rising

steadily to newer and higher conceptions and states of culture, of health, of sanity, of spirituality. The good and strong in the world have forever been linked together from the dawn of civilization until now. We are climbing ever loftier heights of human achievements; and the general interest in race betterment, which led to the discussion of eugenics, is itself an indication of a clearer conscience, and of a stronger consciousness of human responsibility. We are going forward, not backward. Says Edwin Markham:

MAN ASCENDING

The rise of man is endless; be in hope;
All stars are gathered in his horoscope.
The brute man of the planet, he will pass,
Blown out like forms of vapor on a glass;
And from this quaking pulp of life shall rise
The superman, child of higher skies.
Immortal, he will break the ancient bars,
Laugh, and reach out his hands among the stars.

THE FIRST STATE CHILD-WELFARE COMMISSION

BY MRS. ROBERT H. TATE, PRESIDENT,
of Portland, Oregon

It was certainly a praiseworthy thought that first gave to the nation the idea of a Child-Welfare Commission. It is difficult to comprehend why passing generations had not conceived similar plans for the benefit of the child. For years we have had in our States, Railroad Commissions, Industrial Commissions, Mining and Engineering Commissions, Forestry Commissions, Fish and Game Commissions, Library Commissions, and what not.

But a Commission which has for its foundation work the conservation of our boys and girls, the future citizens of our State and Nation, has apparently not been given any thought until recently. After centuries have passed wonderful progress is shown in the study of all sciences except that of the study of the child, and while the world over men and women are awakening to the importance of this greatest of all sciences, since it reveals to us a knowledge of developing the human plant to its highest possibilities, yet when our States are urged by the mothers of our country to appoint Commissions for the purpose of studying conditions affecting childhood, is it not amazing to find how few have responded? This brings to us the great need of awakening the law-makers of our land to comprehend that child conservation is of far more importance than any other conservation.

It is a great privilege to come before this International Congress on the "Welfare of the Child" as the first Chairman of a State Child-Welfare Commission, and it is with pride that I represent my adopted State, Oregon, which has for its Chief Executive a man who is always ready to give his first consideration to things that pertain to the uplift of humanity.

The Oregon Child-Welfare Commission was appointed January 7, 1913, by Governor West at the request of The National Congress of Mothers, and has been carrying on its work without a State appropriation.

Five members constitute the Commission as follows: Mrs. Robert H. Tate, Portland, Chairman; Hon. L. R. Alderman, Superintendent of Schools, Portland, Secretary; Dr. Mae H. Cardwell, Portland; Mrs. John H. Smith, Astoria; Mr. George Rebec, Ph.D., University of Oregon.

The purpose of the Commission is to study conditions affecting childhood, to ascertain the best way to remedy existing evils, and to en-

deavor, through legislation and education, to throw necessary and proper safeguards about the children of the State.

The findings of the Commission will be given to Governor West with such recommendations for laws to be enacted that will lead to a far greater conservation of the children of Oregon physically, mentally and morally. Since there can be no special object in bringing all findings to you at this time, I will give such practical outlines of work as may be followed in every State if desired.

At the first and second meeting a sort of preliminary canvass of childhood's needs was made and as considerable time and thought was being given to the problems confronting the more normal children by various organizations, the Commission deemed it wise to first turn its attention to the unfortunates, namely, the defective and delinquent in our State Institutions.

It might be in place here to tell what phases of child life the Commission found was necessary to study and what plans to formulate for improvement, which plans if carried out even to a degree of perfection would mean a great asset to the State in the way of coming citizenship. The suggestions we would offer are as follows: Visit all City and State Institutions, where children are housed. Have an understanding with each Superintendent that the Commission does not come for critical inspection, but invite his co-operation to report the greatest needs for improvement, as he has discovered them.

At the Institutions it is important to study the following: Sanitation and Ventilation, Class-room work, classification of pupils, personality and fitness of teachers and others in charge; Gardening, Manual Training, Domestic Science, and Vocational instruction. While a Commission studies to improve surroundings and give to each child, as far as possible, education that will fit it best for self help in the future, it is even more important to carefully study with a view toward learning what existing evils caused the boys and girls to be committed to Institutions, to consider preventive measures and offer recommendations to our Legislators that may tend to decrease the number. Statistics should be gathered from other States and comparisons made. Our Commission feels that special effort should be made by the State to improve opportunities for the complete development of all its deaf children. It is found that many are not receiving an education because parents do not wish to separate from their children by sending them to State Institutions. This brings before us the need of carefully studying the Day Schools for the Deaf. Parents of the deaf need the proper education that will give them practical knowledge as to how to instruct their children in speech language from the time a normal child is able to talk.

The most important work of all is to perfect plans looking toward the prevention of deafness. One way to accomplish this is by the early preparation just referred to which will enable the children to be educated later among normal children.

Too close association with the deaf when near adult age often culminates in marriage and reproduction of deaf, if not in the first, in the second generation.

When we realize that 65 per cent. of feeble-minded people are the children of feeble-minded, it is important to learn our own state laws regarding the feeble-minded. Quoting from the "Survey"—They must be segregated, colonized in groups where they may be perfectly happy and somewhat useful, where they may live natural lives under the guidance of those wise and intelligent and capable of directing them. Only one limitation need be placed upon their existence in these places and that is that they must never become parents."

Only 13 States provide against the marriage of the feeble-minded and epileptic.

For effectual work among delinquent girls and boys, the Commission finds it is the consensus of opinion of Juvenile Court workers, educators and psychologists that we should have extensive probation work done through the entire State; proper continued surveillance and guidance is the one remedy for child offenders. What folly for our States to spend thousands of dollars on institutions to train boys and girls committed for delinquency, then turn them loose after a certain period on so-called probation, which really is no probation at all. This brings to our minds all too vividly the fact that our legislators have been too busy enacting laws bearing upon the various resources of the State and its commercial enterprises, forgetting its greatest of all assets, the boys and girls. Hence the duty of a Child-Welfare Commission to bring before them the great need of laws which will safeguard the children. The Oregon Commission fully realizes the importance of a juvenile probation system that will supervise and standardize the probation work of the entire State, also urging the importance of having such probation officers who are well qualified to fill such positions, one of which requisites should be a sympathetic knowledge of child nature. Eventually the State will find it is true economy to establish a thorough care of its most important product, the child. We believe that Extension Work from every State Institution would prove an effectual solution to many problems.

Besides studying conditions at the Institution, we will consider the following: Compulsory school attendance, medical inspection in factories where children are employed, vacation problems, open-air schools, playgrounds, moving picture theatres and vaudeville shows. Thorough investigations are being made in the following directions,—deficiencies, physical and moral health, spiritual development, industrial, recreational and educational problems. Complete Birth Registrations laws and their enforcement; Bureau of Vital Statistics; Medical Inspection in rural schools as well as in city schools. Also the rigl ts of children born of illegitimate parents. A bill providing for the pensioning of widows or mothers who have children under school age, should also be a part of a State Commission work, but this law has already been enacted in Oregon.

The Commission makes its report to the Governor from time to time and advises with him. All findings and recommendations resulting from two years' work will be turned in at the end of the period.

However the Commission does not defer action where present solution of problems may be met. For instance, the member living in Astoria accomplished good work by creating a sentiment against the low tone of the vaudeville shows and moving-picture theatres. The City Council recently appointed a censorship committee governing these. In Portland the Mayor appointed a Committee of ten citizens at the request of the Commission, who are now at work investigating the moral tone of the performances, the sanitation and ventilation. The Committee will give its attention to constructive plans rather than destructive criticism.

Finding no fund available or any provision made for any systematic examinations of the children at our State Institutions by a psychological expert, the Commission made arrangements with the University of Oregon to supply this need through its Extension Division without extra cost. The Oregon State Board of Health began its inspection of rural schools last October with one graduate nurse who had a large experience in school inspection work. Her entire time was devoted to sanitary surveys of the surroundings, including the outhouses, grounds and building itself. Children were inspected on the following: Bodily cleanliness, the presence of vermin, skin diseases, de-

formities, tubercular joints and marked defects in vision and hearing.

This Board does not undertake treatment of any cases but reports condition of the child to its parents. The bad sanitary conditions will be followed up through the country superintendents or school directors. Recently a second nurse was engaged for this work. While the experiment is a new one, it is fraught with great possibilities and though time does not permit of a fuller report of what has been accomplished during a six months' period, the work is a credit to our State Board of Health.

Our Superintendent of Public Instruction is also co-operating with the Commission in various ways. As far as possible, the members of a Commission should be free to give considerable time for research work and like all other work for human welfare, it requires earnest, painstaking and devoted effort. The world may be likened to a great garden; its plants being human, they require the gentle, loving and wise care of many gardeners. If you are willing to be one of these gardeners, you will find there is no greater or more joyous service you can render your Divine Father than the service given for the uplift of His little ones.

The Home and Child-Welfare

FOURTH SESSION

FRIDAY MORNING, APRIL 24

Nine O'clock

REPORTS OF DEPARTMENT CHAIRMEN

REPORT OF CHILDREN'S BOOK LIST DEPARTMENT

MISS MARGARET C. WORCESTER, CHAIRMAN

Cambridge, Mass.

A new revised list of 1000 books for children graded as to age and subjects was prepared and published in 1911. An edition of 25,000 copies was quickly exhausted.

I regret much that it will be impossible for me to serve longer as chairman of this Department for it is a subject to which I have given much study and am deeply interested. I recommend that if possible the Congress secure Miss Alice M. Jordan of the Public Library of the City of Boston, Mass., as chairman. Miss Jordan's special work for many years has been the making of booklists for children and she would bring to this part of the Congress work wide experience and marked ability.

REPORT OF DEPARTMENT OF LEGISLATION

MARY S. GARRETT, CHAIRMAN

Madam President and Co-Workers:

It seems to your Chairman that it is the duty of the National Congress of Mothers, not only to be vigilant in efforts to secure legislation needed to protect, train and educate children, but to be equally so in discovering and opposing legislation which is partially or wholly inimical to their character building or any other vital interest.

Remembering that every influence in a child's environment is a factor in educating it, for better or worse, we should, before outlining or endorsing proposed legislation, earnestly endeavor to have correct ideals in regard to what is needed for the welfare in the children of the Nation. We should also aid in educating and establishing a sound public opinion on these ideals.

With the efforts of the National Congress of Mothers to supply mothers with needed information, so wisely and enormously multiplied through the new Home Education Division of the United States Bureau of Education, no one need fear the extension everywhere of Mothers' Pension or Assistance Laws with proper safeguards. Any abuse of these laws will be reduced to a minimum.

There is no possible reason or excuse for continuing to leave feeble-minded women of child-bearing age at large everywhere and constantly increasing the numbers of these unfortunates. They should be segregated under comfortable conditions with employment and recreation suitable to their varying limitations.

The question of what should be done with the feeble-minded men should not be ignored but seriously approached and studied, so that whatever aid legislation could give in reducing the multiplication of their kind may be secured.

In view of the fact that a colossal factor in the ruin of the homes of many unfortunate children is inebriety which debases the mental, moral and physical natures of such parents, there should be laws establishing state institutions for the care and treatment of inebriates.

Every State should require of all physicians, midwives, nurses or persons having charge of new-born infants who show inflammation of the eyes, to report immediately to their boards of health. In order that they may have the prompt treatment which will prevent blindness, the law should require boards of health to distribute information regarding the treatment. The law should include adequate penalties for non-compliance with either of these regulations.

Pennsylvania is the only State appropriating, through special legislation, for the teaching of speech to young deaf children before they are of school age. This preparation enables them to be educated with the hearing, while at the same time learning to live and earn their living among the hearing. When confined to each other's society during adolescence and early adult life in institutions for the deaf alone, they naturally frequently marry each other, resulting in deaf offspring either in the first or second generation. Your chairman, who has lived for twenty years home fashion with these little deaf children, thus becoming familiar with their possibilities, feels that there are no more radical changes needed in the education of any children than in these. This opportunity to learn speech at the natural age through their eyes is the birthright of every normal deaf child and it is possible for a mother to give it herself.

Literature on this subject is at the service of the members on application to your Chairman.

Everything injurious to health or character should be eliminated in existing or proposed child labor laws. A mere proof of age unaccompanied by medical inspection proves nothing in regard to the physical ability of a child to work. Medical inspection by reputable physicians should precede the issuance of employment certificates. These should only be given after the child has secured employment and held only while the child is actually employed.

Among dangerous occupations prohibited should be included the employment of minors under 21 in the messenger service after dark at night and before light in the morning; and also employment of children under 16 in any stage employment after 7 P.M.

It seems to your Chairman that there should be some very serious thought given to the consideration of the effects of existing and proposed child labor laws on the characters of the children.

One mother writes "The first axiom of the pedagogue is that habit training must be mostly done before the child is twelve years old." Judge Lindsey writes, "I want to say very candidly that there are a great number of children in this country from fourteen years of age upward about whom I feel more alarmed at their failure to do or know how to do any kind of useful work than of any possibility of their being overworked." Again he says, . . . "we must not lose sight of the dangers of idleness."

It goes without saying that the exploitation of children as bread winners by overworking them should be prevented. On the other hand, children love to play and plan and work and to be helpful and to do things and they should not only be permitted to do them, but trained to do them with exactness and honesty. It is even claimed that work and responsibility for difficult tasks is almost a panacea for the reformation of some wayward children.

Eugene Davenport, Dean of Department of Agriculture, University of Illinois, writing on "The Educative Value of Work" says, "Man departed first from the beasts in his ability to work; and the first point of difference between the savage and the civilized is in his willingness to do it. This fundamental lesson can be learned only by daily experience beginning in childhood, for if learned by force in later years it leads only to a hard and resistant surrender to the inevitable, and not to that joyous exercise of the working powers which is the privilege only of the well-educated human being."

Judge William N. Gemmill, who presided for the second year over the Chicago Court of Domestic Relations, in an admirable article in the Annals of the American Academy of Political and Social Science (March, 1914) says, "The child labor law of Illinois has had a most beneficial effect in taking children out of factories, workshops and department stores, and in limiting the hours of their employment. There is, however, a danger not well understood by the average citizen, growing out of the strict enforcement of this law. In Illinois no child under the age of fourteen years can ever legally be employed at any gainful occupation, and children between the ages of fourteen and sixteen years cannot be employed during the months when school is in session, unless a certificate is obtained from the school authorities, permitting such employment. One of the results of the rather strict enforcement of this law has been to turn hundreds and thousands of bright young boys upon the streets, especially during the summer months when school is not in session. They meet in groups in alleys, play marbles, craps and engage in other games of doubtful character. Here the good boy meets the vicious boy and together they plan some escapade which usually results disastrously to both. It is altogether right and proper that children under the age of fourteen years should not be employed at certain tasks, such as work in factories, etc., but boys of this age should be permitted to perform certain kinds of light work, especially during the school vacations, and to run errands after school under certain circumstances, and thus cultivate habits of industry, and arouse laudable ambitions."

There are thousands of children in nearly all our cities who are physically able to work more or less in the vacations, who are not only forced into idleness from the same cause given by Judge Gemmill, but at the same time deprived of the privileges of the education which is "Learned in the Doing" of work. The education authorities in each State would be competent to decide what vacation occupations would be suitable for those who are pronounced physically able to work in vacations but are below the working age limit. Each State would naturally be the best judge for itself, according to the varying conditions.

Even factories have their possibilities. Your Chairman some years ago visited a small factory in Switzerland where the ventilation and all sanitary conditions were observed, in which there was a kitchen and where the girls who worked in the factory took turns in receiving lessons in cooking. A happy looking party of old women who were too old to do heavy work were seated in a group in a bright light room doing some light work with their hands, and appeared to be having a very pleasant chat with each other.

Every State should have an adequate Juvenile Court and Probation System. In presenting ideals for this, I will quote from our National President:

"There is no magic power in the law unless it is administered by those who are qualified by sympathetic knowledge of child nature to understand how to help those who come into the court."

"The problem which the Juvenile Court faces is one of moral education, of home education for parents, of social education for child protection."

"Probation work must be done only by those who have ability and love and patience in character building and in teaching home-making to parents. Whenever possible, the service of kindergartners and good mothers must be enlisted as Probation Officers, as they are qualified to bring out and develop the better nature of the child."

In order to standardize the probation work, every State should have a Juvenile Court and Probation Commission, "for as the jurisdiction of the Juvenile Court extends to the neglected, dependent and delinquent child, the responsibility for the treatment of all these now rests on the State. There must be a central official body to which

the country work should be reported and which should have supervision over all."

"County Juvenile Court Associations composed of fathers, mothers and teachers, must be organized to cooperate with the court in caring for children and to increase efficiency in dealing with them by enlisting every local agency that will be helpful. The Court's function is judicial. The Court must have supplementary help in care of children in character building."

"The State Probation Commission should be linked with the State Board of Education by making the President or his representative an ex-officio member of the State Commission."

"The reasons for this are:

"(a) Every child under the jurisdiction of the Court is also under the Educational Laws of the State, and intelligent administration requires cooperation.

"(b) The care of the wayward children is an extension of the educational system, and must eventually be assumed by it."

Thomas D. Eliot, of Portland, Oregon, writing of "The Trend of the Juvenile Court" concludes his interesting article by saying:

"If the theory here outlined is found to work as well in the future as it bids fair to form current examples, the Juvenile Court will prove to have been an interesting and valuable experiment, and a passing stage to something far more thoroughgoing and effective. Instead of taking itself for granted as a necessary evil or even as a joy forever, it will find its greatest present usefulness in the interpretation of its work to the public, pointing out to other agencies their weak spots, and gradually forcing back the responsibilities for child-care upon the normal institutions of home, school and church, where it belongs."

Have you any law by which all children placed in homes other than their own are protected by the sanction of the Juvenile Court, the placing being a matter of record and suitable supervision and reports required?

Do you place wayward children together in reform schools, or do you aim to gradually give every child the environment which will meet its special needs for help in character building?

Laws prohibiting the furnishing by gift, sale or otherwise, of cigarettes or cigarette paper to minors; requiring minors to divulge where and from whom cigarettes or cigarette paper have been obtained; and providing penalties for violation of same, are recommended.

It is regrettable that the United States is behind other civilized nations in recognizing the necessity for complete Birth Registration. A poor law is worse than no law. A model law which has been endorsed by the Division of Vital Statistics of the United States Bureau of the Census can be obtained by addressing the Division.

Efficient legislation is needed in every State to secure the people from adulterated food; not only is much food adulterated, but it is misbranded and claimed to be pure when an investigation shows that it is not pure. A study of conditions in each State is recommended to Mothers and Parent-Teacher Associations so that they will understand how to work intelligently to obtain laws which will reach and correct these evils.

Laws should require fire drills and adequate firescapes from all school or other buildings where children are congregated.

State Board of Censors of films for moving pictures are recommended.

A division of Housing and Sanitation attached to the Department of Public Health is recommended.

Governor Tener, of Pennsylvania, says, "Good Roads Laws should go hand in hand with School Laws." To the increasingly general agitation for securing good roads should be added equally general study of how to build roads *good* enough to be lasting. Later, laws providing for them should require far better building of them than is general in the States.

DEPARTMENT OF CHILD LABOR

MRS. SEYMOUR P. MYNDERS, CHAIRMAN

Mrs. Seymour P. Mynders, chairman of the Department of Child Labor, was unable to be present and the report was given by Mrs. Edward W. Biddle, vice-chairman.

"I am glad to bring you glad tidings for the working child not only in America, but throughout the civilized world, as this past year has been one of great accomplishment for the working child.

"During the year 1913 all State Legislatures were in session except in Alabama, Kentucky, Louisiana, Maryland, Mississippi, and Virginia, and all passed some law beneficial to the working child and woman.

"In Arkansas, Colorado, Connecticut, Delaware, Florida, Georgia, Indiana, Iowa, Kansas, Maine, Massachusetts, Michigan, Minnesota, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Utah, Vermont, Washington, Hawaii, and Porto Rico, strenuous efforts were made to prevent child bondage in factories, mills, and shops.

"We all know that child-labor retards physical and mental development, debases morals, and has become a menace and actual financial detriment. Physical development, so vitally necessary to adult manhood and womanhood cannot be attained unless right conditions for healthful growth prevail in every home blest with children.

"According to the United States Census of 1900, the appalling number 1,752,187 children under fifteen years of age were toiling in fields, factories, mines, and work-shops, and a conservative estimate places the present number at over two million, the official estimate being 1,939,524. This does not include the thousands of newsboys and bootblacks who were attending school, nor the thousands of children employed in tenement house manufacturing, nor the thousands employed in seasonal industries.

"The Child-labor Commission in the eight years of its existence has awakened the legislators in 39 States to a realization of the horrors of child-labor, and they have tried to bring about better laws.

"Twenty-two States have established or extended the fourteen-year age limit; twenty-one States have limited to eight hours the working day, and twenty-four States have made night work illegal for all under sixteen years of age.

"Massachusetts and Rhode Island have a fifty-six hour week for children under sixteen years of age. Laws have been passed in New Jersey providing that under heavy penalty glass factories shall employ *no* child under sixteen years of age at night. In New York a law was passed forbidding the employment of any person under twenty-one as night messenger, between the hours of ten o'clock, P.M., and five o'clock, A.M.; and another law to protect children under fourteen from manufacturing in the tenements. The presence of children as ushers, checkers, and other employment in places of amusement has been prohibited. Factory inspection has been established in many States, and a Uniform Child-Labor law, drafted by the National Child-Labor Committee, has been approved by the Commission on Uniform Laws of the American Bar Association.

"Effective Mothers' Pension bills were passed in California, Idaho, Iowa, Massachusetts, Michigan, Minnesota, Nebraska, New Hampshire, New Jersey, Ohio, Oregon, Pennsylvania, South Dakota, Utah, Washington, and Wisconsin. In Tennessee the Mothers' Pension bill drafted by the first President of the State Congress of Mothers, and read before the Second International Congress of

Mothers, was endorsed by the Senate but was killed by too many sessions of Legislature.

"Connecticut, Indiana, Massachusetts, New Jersey, New York and Pennsylvania made special provisions for industrial or vocational schools.

"In the States having compulsory education laws the child-labor laws will become more effective, and the Mothers' Pension bills will surely be passed in a short while.

"We must as a body of consecrated women seeking the purity and salvation of the race and the highest standard of citizenship, mentally, morally and physically, work as a unit for the passage of the Uniform Child-labor law now pending before Congress.

"This law will protect every child under fourteen years of age in America.

"Street trades should be closed to all boys under sixteen years old, and to all girls under eighteen in cities of 10,000 or more. Boys under eighteen years should be required to wear a badge issued by the school authorities and based upon the proof of age required for a work permit, and they should not be permitted to sell between the hours of 8 P.M., and 6 A.M.

"The age limit of 21 years for night messengers is recommended.

"Hours of work in occupations to be prohibited under 14 years of age should be limited for boys 16 and girls 18 years of age to eight hours per day, and forty-eight hours per week.

"All night work should be prohibited under 16 years for boys, and 18 years for girls, and the time limit should be from 6 P.M., to 7 A.M.

"School attendance should be made compulsory for all children from seven to sixteen years of age. One or more attendance officers should be appointed in each school district to enforce the law. Work permits should be issued by the school authorities instead of parents' affidavits, and these should be based on documentary proof of age and physicians' certificates as to the physical fitness, and a school record showing the child has completed the Fifth Grade in Public School.

"When a child leaves any position the employer should be required to return his work permit to the office where it was issued instead of to the child.

"The duties of the Bureau of Commerce and Labor should include inspection of all establishments where labor is employed subject to State regulation and the enforcement of child-labor laws.

"School attendance officers and juvenile court probation officers should also have a right of entry to all places where labor is employed subject to State regulation.

"These suggestions are made by expert members of the National Child-Labor Commission who have studied the subject in its every phase in every State of the Union and in foreign countries as well, and if we will take them as our guide, and each woman in America considers herself a committee of one to help enforce the child-labor laws, our country will soon be blest with the sturdy, healthy, happy men and women our forefathers intended them to be.

DEPARTMENT OF LOAN PAPERS

MISS ELLEN C. LOMBARD, CHAIRMAN

"In taking up the work of this Committee the plans of your former able chairman, Mrs. Weeks, have been kept in mind and carried out as far as possible.

"Your committee reports that there has been an increasing demand for loan papers during the year. On account of this demand it has been necessary to add seventy-five new copies of every paper to our supply. All the papers have been newly bound and put in order.

"A complete revision of the papers

has been made and they have been newly numbered. It is especially requested that all old loan paper lists be destroyed and that all secure a *new* list and that all who send for papers from the office will not only give the number but the name of the papers which they desire.

"New papers on live topics of the day are being prepared.

"The total receipts from loan papers from May, 1913, to May, 1914, $252.35; total expense of revision, $31.54; other expenses, $63.75; total expense, $95.29; balance on hand, $157.06.

REPORT OF THE DEPARTMENT OF PUBLICITY. JUNE 1, 1913, TO APRIL 22, 1914

ALICE C. HALL, CHAIRMAN

The large and wide-spread National Press Committee continues to be increasingly efficient. It now consists of thirty-eight well-organized State Committees, each having a membership varying from 12 to 110. There are also 108 individual members in the "publicity-at-large" appointed by the President, Mrs. Schoff. Total membership 692. The excellent plan of appointing a press correspondent in each mothers' club and parent-teacher association is now being adopted almost universally. Even the briefest local item if published is of real value. It at least conveys to readers the thought that interest in child-welfare is still alive. Also it contains the specific names of leaders interested, and these are valuable in many ways. In the Massachusetts Branch National Congress of Mothers there are now 110 such local press correspondents, all ex-officio members of the State Press Committee. While most of the writing of each local worker is in regard to local matters, yet frequently this is combined with news of the State Branches and of the National.

Another good custom is growing—that of having a regular weekly news article in certain papers of nearly all States. Many editors are glad to give a corner or a half column to Congress work for child-welfare. This is especially true in the case of the small rural paper. The world realizes that the public press is truly the most effective agent in the education of the masses—informing the uninformed, interesting the indifferent, and enlightening the ignorant. Since the greatest work of the Mothers' Congress is and ever will be the creating and the promoting of public sentiment in favor of child-welfare as conceived by the Congress, and since public opinion is based on the public press, let us then conserve in all ways the friendly relations so well established between the Mothers' Congress and the press of the United States.

THE REPORT OF THE CHAIRMAN OF THE KINDERGARTEN MEMBERS OF THE "JOINT COMMITTEE"

ELIZABETH HARRISON, CHAIRMAN

Arrangements have been made by our committee for the furnishing of pamphlets and speakers on Kindergarten subjects for such Mothers' Circles as may wish to have the subject of the Kindergarten brought before their members. The pamphlets may be obtained, free of charge, from the National Kindergarten Association, 1 Madison Avenue, New York City; and the speakers can be arranged for through the "Publicity Committee" of the International Kindergarten Union, Chairman, Miss Grace Eldridge Mix, State Normal School, Farmville, Virginia.

We have for distribution here one thousand (1000) pamphlets on "The

Advantage of a Kindergarten Education" by Mrs. Mary B. Page. These are for free distribution among your Mothers' Circles.

We have also sent out post cards containing the following:

"An effort is being made throughout the country to relate more closely the Kindergarten and the School. In order to further this movement will you make every effort in your power to get the parents of your community kindergarten children to join the Parents and Teachers Association, and report the same at the coming International Kindergarten Union.

"Information for your local community can be secured from the National Congress of Mothers headquarters, 910 Loan and Trust Building, Washington, D. C."

We hope the response will awaken interest among kindergartners in the great work you are doing.

OBLIGATION OF THE HIGH SCHOOL PARENT-TEACHER ASSOCIATION TO SOCIAL LIFE OF THE SCHOOL

BY MRS. LAURA P. YOUNG
of Chicago

When I came to block out something to say to you on the subject of "The Obligation of the High School Parent-Teacher Association to the Social Life of the School" that I could present in my allotted time of ten minutes, I found that I could more easily have prepared a paper that would have required much more time than that for its presentation. So you can easily understand that what I shall say will be really very sketchy, though I hope it will be somehow suggestive of new lines of helpful thought and somewhere provocative of new lines of constructive action.

I believe that the social life of boys and girls—aside from that of the immediate family relationship—will centre more and more around the school life, because I believe that the public school will grow more and more to be the centre of community life.

At present the chief reason I see for the fostering of a recreative social relationship among high-school students is the inefficiency of the average home. I have used the term "inefficiency" instead of "failure," because it is a current coin in present-day conversation on almost every subject. I have made it very broad in its application as you will see by my classification of some home-types.

For instance, there is the home where the father may assume the attitude that after working all day at his own necessary pursuits, he cannot be annoyed by a riotous lot of youngsters all over the place in the evening. This is the short-sighted home.

There is the home in which the mother values her house-keeping above her homemaking, the mother who cannot have her cherished lares and penates marred or displaced by visiting young people or indeed even by her own. This is the home of things, not of children.

There is the apartment home, a city development, where the tenants upstairs or the tenants downstairs or the tenants next door or the landlord will not tolerate youthful festivity of any kind at any time.

There is the home whose physical limitations make gatherings of even small numbers impossible, and in connection with this type I recall to your minds Mary Antin's account in "The Promised Land," of her brother's debating society (or club), which finally betook its activities to the Settlement House.

And an especially pitiful type of inefficient home is that materially prosperous one in which the parents are too absorbed in their own affairs, social and business, to encourage home social life in their children. This type flourishes in many so-called exclusive suburban districts.

Each of you can doubtless add others to these I have mentioned, but from whatever type of home a child goes to school, it is in that home that his standards of conduct and ideals of life are formed and it is these that he carries to his association with his fellow-pupils.

Most of us parents have somehow failed, for many reasons, in the forming of real comradeship with our children, and I believe that before we can assume a very creditable part in their social recreations there will have to be a readjustment of our relationship with them. There has grown so wide a gap between us that it cannot be spanned at once.

Some of us have taken our children too seriously and have lost sight of how enjoyable they are; some of us have accepted the responsibility of them too lightly and still have missed the enjoyment of them, but in either case we have exacted a sort of fictitious reverence from them that has unfortunately set us far apart. They allow us to be active along certain lines that we have chosen and that they think fitting for us to follow, but they think it preposterous for the most part, that we should be anything but occasional silent spectators or financial patrons of their good times; they do not desire that we should direct or share their pastimes. We are social "back numbers" with our children and many of us never can be revised up to date.

In our relation to the schools we have swung from one end of the arc to the other. At first we sent our children to school for a certain number of hours each week, and our attitude was that what happened while they were there was none of our affair. Conversely, we resented it if the school presumed to interest itself in the welfare or conduct of the child outside those school houses. But the situation has reached the other extreme, and the public school now prescribes for our children's eyes and adenoids, administers dentistry and diet, provides mental and moral training and social recreation, and some of us are in danger of parental atrophy.

I believe the most effective antidote for this danger to be the Parent-Teacher Association, and the best time to begin administering it is when the child starts to kindergarten. I feel that it will make us realize that home and school have a common interest in our children, and that confidence and conference and co-operation must take the place of distrust and neglect.

In Chicago we have a Dean of Girls in each High School. I wish there might be such in every High School in the country. Her title indicates her duties, and the appointment of these women has been the biggest, most progressive action ever taken in the organization of the Chicago High Schools. The next logical step seems to me to be the appointment in each High School of a Dean of Boys.

In the year since the designation of the various teachers for this office, they have set in operation a good many activities among our girls. In our own school I think the most significant is the appointment of senior girl counsellors for freshman girls. There are French and German conversation clubs, interclass socials or parties, commercial-club parties, and always a party given by the seniors in honor of the entering freshman girls. At one school the school orchestra provides the music for Monday afternoon dancing-parties (and no so-called "modern dancing" is allowed in the public-school buildings or park recreation-houses in Chicago).

We find that it is necessary to create a sentiment among the girls themselves if certain plans our Dean has in mind are to be carried out, but that once accomplished, then is the adroit parents' opportunity to start bridging the gap that I mentioned a few minutes ago. It is obviously impossible for one Dean, or two, to assume the direction of all the school fun of several hundred boys and girls, especially as it will be a growing task, but surely among the parents of so many are a goodly number who have

the qualifications, and in whom the inclination can be developed, to help carry out our plans.

Think how some father who is, or has been, a camera-fiend, or who may indeed be a professional photographer, could help the Camera Club perfect the mechanical side of its work and improve its artistic side.

The Walking Club offers opportunity for developing so many things besides comradeship that I recommend affiliation with it to the most timid parent! He could use a knowledge of a number of subjects, from the best way to grill a " red-hot " to the classification of burrs. Why, I am confident I could speak for thirty minutes on this one phase alone!

Surely that father who shone in amateur theatricals in his college days could help the girls and boys put on some plays—or even take part in them. Do you remember how popular Mr. Martin, father of Ernest and Phœbe, was with his son's friends when they discovered that he had been the hero years before in the very play they were preparing to present? Some parents could help arrange student pageants or masques—especial attention being given to those for out-of-door presentation, and some could take a hand at writing something dramatic suitable for boys and girls.

Who will lead the Glee Club or conduct the Orchestra? Think what factors in school festivities these two bodies could be!

Doubtless some mother is " up " on Art and could lead a delightful class in the history and theory of Art that would be especially helpful just now, because even in our smaller cities there are going to be more frequent exhibitions of pictures through the efforts of the American Federation of Arts.

When the girls are ready for it, some mothers should be ready to lead a class in citizenship. (That may not seem a very pertinent suggestion to you who come from states where women don't vote.)

But even before such groups are organized, parents and High School pupils already have the common ground of school athletics for our common interest. High School football is a lot more fun than College football, and is a perfectly fit and proper game for any mother to witness as frequently as possible. A game of basketball hasn't a dull minute in it, and base-ball is as much a High School institution as Algebra—and in some cases as mentally developing.

Do you know any parents who have ever debated against the High School team? Or have you ever taken part in a spell-down between pupils and parents? I have the temerity to affirm that any child would approve of a parent who spelled down both sides!

Mrs. Ella Flagg Young tells that a few years ago after she had given a talk on " The Social Side of Life " at a teachers' meeting, she heard one man say to another, " I had no idea that Mrs. Young was so fond of dancing! " I hope none of you have gathered from what I have said that I have lost sight of the larger social life of our boys and girls—those normal points of contact with each other, with their instructors, with the school as an institution, with their homes, with the community in which they live, with the world itself, and it is on this side of their social life that the home exercises the greatest formative influence. It is the home, and specifically the mother, who, with taste and tact, experience and wisdom, and above all, with love and faith, must guide and steady and inspire these lives. If we want our boys and girls to be free from discontent, free from hard commercialism, free from vulgarity and false ideals, we must enter their lives and quietly guide them into a youthful brotherhood and sisterhood of service.

ENLISTING CO-OPERATION OF A CITY IN ORGANIZED PARENTHOOD

BY MRS. MILTON PRINCE HIGGINS
State President Massachusetts Branch

To enlist co-operation one must Co-operate with the CO in capital letters.

We want co-operation which shall signify harmony of aim, purpose, and methods, a goal to be attained *by* a city, *in* a city, *for* a city. This requires on the part of the person or persons who attempt it several cardinal qualities.

1. Thorough belief in its possibility.
2. A knowledge of the people and its atmosphere.
3. Positive faith in its advisability.
4. A wisely laid plan.
5. Personal, patent labor.
6. Arousing civic interest.
7. Enlisting the press.
8. Organization of associations of parents and teachers.
9. Making the movement city wide, State wide, nation wide.
10. Securing permanency.

1. A thorough belief in its possibility: Such a belief as results in zeal, enthusiasm, and action. Who doesn't feel an added assurance after hearing David's words interpreted by Handel in his "I Know That My Redeemer Liveth," and if the singer is able to express her soul conviction the power is still further increased.

If a parent believes that his child intends to do right, the probability of his right-doing is increased. Many a boy and girl and many a man and woman have gone the downward road because nobody trusted them.

A city is simply a large organized collection of people, all the easier to reach because organized.

Numbers of people gathered together for one object increase the enthusiasm. Enthusiasm changes the possibility into a probability.

2. A knowledge of the people and the atmosphere of the city: This movement should be headed by one who knows the people, who understands the objects for which the Mayor is working, the interest in education existing in the Board of Aldermen and the Common Council. A knowledge of the influence of politics in connection with the schools is necessary. The trend of public sentiment in that city should be thoroughly understood.

It should be known whether the public schools are considered the most important factor in the advancement of the prosperity of the city or whether the city tries to save taxes by giving to the schools inadequate school-houses lacking modern conveniences and poorer teachers because they can be hired at a less salary.

3. A positive faith in the advisability of a campaign: A city parent-teacher association differs from a country school neighborhood as all the people are easily reached. A country school association is complete by itself. It forms a social atmosphere of its own. It joins the State and the national lays out its work and accomplishes it.

In the city a school is necessarily but a small part of an intricate whole. The teachers are absolutely under the supervision of the principals, who in turn look to the Superintendent of Schools for their orders. His committee in their school committee meetings decide all the most important questions and are at liberty to frown on innovations and the members of the school committee in their turn are chosen by the people.

A campaign for awakening interest in introducing into a city parent-teacher associations, it will be seen, must include the co-operation of the School Committee, the Superintendent, the Principals and the teachers. Not only this, but the Mayor should consider it of sufficient importance to lend his sanction and the Chamber of Commerce or Board of Trade must be convinced that it is a positive movement for the advancement of the prosperity

of the city, that it means an awakening of public sentiment for the public good.

If there are universities, colleges, normal schools, technical or trade schools in the city their trustees, presidents, professors and directors should all be induced to lend their sanction and aid to assist in the movement for civic betterment.

The churches of all denominations can join in giving this movement their moral support and will do so heartily if they understand it.

This is true of all the Philanthropic Societies, the Womans' Club, the 20th Century and the Economic Club, the Y. M. C. A. and the Y. W. C. A., the W. C. T. U., the S. A. R., the D. A. R., and all the other initials which represent good work in a community, including especially the newspapers of a city.

Having enumerated a few of the forces of a city which should be used by the Parent-Teacher Association in conducting a campaign, we turn to the manner of inaugurating such a movement. This brings us to the fourth point.

4. A wisely-laid plan: Having a knowledge of the people, an understanding of the particular city, with its government, its associations for the public advancement, its religious, educational, philanthropic and charitable societies, a wise plan must include the co-operation of all these various societies. Some sort of a public demonstration should inaugurate the movement.

One or two speakers of note who thoroughly believe in the movement from an educational standpoint should be interested to bring the message. The largest hall in the city should be engaged and at this point the campaign work in the city must begin.

This brings us to our fifth requirement, personal, patient labor, which must continue throughout the whole campaign. The Mayor will probably consent to welcome to the city these speakers of note upon the platform at the meeting.

6. Arousing civic interest: The Chamber of Commerce or the Board of Trade may assist very materially if its officers can be convinced that it is a public movement. A request for a newspaper article from them may be sent out to the leading educational experts, ministers and good business men of the city upon the need of a better understanding of the duties of parents, "the desirability of a greater co-operation of the home with the school," "the school for all the people," and similar subjects to be discussed in the leading newspapers for ten days before the meeting. All the articles would bring the subject before the people and awaken great interest.

7. Enlisting the press: This presupposes the willingness of the press to print these articles and we find that when the editors are convinced that there is no ulterior or political motive they are quite willing to lend their aid, and for ten days or more preceding the meeting the interest may be increased by daily articles.

The personal, patient labor, however, must continue. The members of the School Committee must be made so thoroughly acquainted with the object of these organizations that they will be heartily in favor of them. The Superintendent of Schools and the Presidents of the Educational Institutions of the city, the Presidents of the Philanthropic and Charitable Societies should all be requested to sit on the platform at the meeting, and for this, platform tickets should be sent them, together with a letter signed by the Mayor, if he is sufficiently interested to grant the request.

Another letter should be sent to each minister requesting him to place the notice of the meeting on his church calendar, also to say a special word for it on the Sunday preceding.

These letters can all be multigraphed and the complete list can be found in the current city directory.

8. Organization of associations of the parents and teachers: If sufficient interest has been aroused in the School Board at this stage of the proceedings, suggest the organizing of some associations for a few weeks before the meet-

ing, for the purpose of having the audience consist partly of the parents and teachers already interested. If the Superintendent will instruct the principals and teachers to send out an invitation to the parents written by their own children in the schoolhouses where the first parent-teacher associations are to be organized, they will be ready to form an organization, and each member who joins will receive a ticket for a reserved seat for the rally meeting.

These associations are to be formed always as belonging to the State Branch and National Congress. In arranging with the teacher for the organization give her to understand that the burden of the organization is to rest always on the parents and ask her to suggest the names suitable for officers. It might be wise to put her on the Nominating Committee as she would probably be well acquainted in the neighborhood. Let the Secretary and Treasurer take the names and addresses of all who will join and as far as possible collect the dues, taking ten cents for each member and declaring them members of the branch. If their dues are to be 25 cents a year they will probably receive enough to put into the State Treasury the ten-cent dues which constitute them members and they can collect at their next meeting the dues for those who have come unprepared to pay. The Constitution should be made very simple and straightforward and should be prepared before the meeting subject to such changes as are suggested at the meeting.

"The Aims and Purposes" of the National Society should be read and the names, addresses and money should be sent to the State Treasurer who will forward membership cards for the next meeting signed by the National President and the State President, and after the local President signs them they should be delivered to each member.

Other arrangements for the large inauguration meeting should be in readiness. The City School Musical Director of the City Schools should furnish music by the schools. It is desirable to show the people what a lovely chorus school glee clubs can make. They should also be on the platform or nearby. An organ recital, or music by an orchestra, might precede and succeed the meeting. If possible, get some one to write a poem about that particular city and set it to familiar music. Print it on the back of the program and have the audience rise and sing it when the evening program is about half finished.

For ushers, ask the D. A. R. Chapter of the city or some other organization to have their young ladies in white with the patriotic red, white and blue sashes to take charge of the seating, supplementing their efforts by some of the college boys if they are available.

9. Making the movement city wide, State wide, and nation wide: Still patient, persevering labor, for this is not to be a one-man or woman movement but a city-wide endeavor. The whole city must be aroused and the movement must be permanent, therefore there must be a permanent organization which shall bind together all these associations in a city.

10. Securing permanency: This may be called a Central Council. To this shall belong the local Presidents of the associations, the Mayor ex officio, the School Superintendent and a committee from the School Board, one or more members from each of the most important educational institutions in the city; if there is a Trade School, it should be well represented on the Council, also the 20th Century Club, the Publicity Association, the Woman's Club, the Welfare Leagues, etc., should have a place on this Central Council. They should meet about once a month during the school year and should make suggestions for the good of the whole. A chairman and a secretary should be chosen and new ideas and helpful thoughts, new books, and good speakers suggested. Also in this way the associations should be kept in close knowledge and in touch with the State and National Congress.

The annual State Convention should be discussed and the National Convention should be made familiar and delegates encouraged to be sent from each of the local associations.

Each association should realize its own importance in the work of the world for the coming generation.

The National Congress exists only to put down the wrong, upbuild the right, and especially to construct strong, noble characters through the better training and enlarged knowledge of the parents.

The watchword is not honor, but service. The motto is not *Noblesse Oblige,* but "Together."

The National Congress stands for the steady upward march of the human race. It must serve as the clearing house for all the societies which are working in their various lines. If it finds young men who need instruction, it asks the Y. M. C. A. to assist. The girls who need help or recreation are pointed to by the Y. W. C. A. The members of the W. C. T. U. will come in and speak for us at our meetings. Does any neighborhood desire a patriotic program? The D. A. R. will give it to them. On subjects pertaining to morals the ministers will be willing to give talks. We will turn to our principals and teachers for an occasional inspiring talk on the subject in which they are especially interested. Doctors and nurses are available if asked to give practical addresses or demonstrations. Business men will be willing to tell how they attained success and give advice.

The kindergarten teachers with their wealth of knowledge in regard to the little child are always ready to respond to a call for help in their line of training little children.

The parent-teacher associations must be capable of utilizing all the best forces at work in their own community and accord to them the full credit due them.

The local state and national associations must be willing to be like a string that binds together the precious contents of a bundle. They must utilize all the uplifting influences of a community and prove the effectiveness of their motto "Together."

HELPS FOR HOME-MAKING IN HIGH SCHOOLS

BY MRS. FRED DICK,
of Denver, Colo.

The State Board and the Denver District of the Colorado Branch of the National Congress of Mothers, through the woman member on the School Board, has placed a teacher in the High Schools of Denver who has succeeded in finding the missing link between the school and the home, a link that is drawing them closer with a new bond never known before. Mothers and daughters alike testify to the interest created by this course of lectures and the discussions growing out of them. They have taught these young women a respect for the financial ability and the managerial skill of their mothers never known before. Some of them feel that they have been living with Napoleons of finance without ever realizing it, when they come to make a survey of intensive housekeeping, as conducted by a woman with four children and a seventy-five dollar salary to meet all demands. If it has added to their respect for Mother, it has not failed to put a new note of tenderness in their voices when they say "Father."

Mrs. Anna Noble is the teacher of this course, on "The Responsibilities of a Girl." She has outlined the work under the following heads: Work, Inheritance and Environment, Responsibilities and Work, The Home, The Child, The State.

Under the head of Work, she talks to the girls about the necessity for personal hygiene making for a perfect body, which is the tool of the mind and spirit and is necessary in

this day of keen competition. She dwells on their responsibility to future generations, the necessity for building up desirable traits and eliminating the undesirable, and the great value of environment and their responsibility to environment.

On the social side, she dwells on the choice of friends, the necessity of forming high social standards, making school life the basis of future social life. The friends formed in school are exceedingly important, and young people should be given more and better social opportunities, choosing their friends for friendship's sake, not with the selfish interest of getting all they can for their own pleasure.

To make this phase of the work concrete, and show the selfishness of the girl who selects her boy friends mainly by the amount they can spend upon her, they talk about a suppositious boy with a salary of sixty or seventy dollars a month, and his own expenses to meet. After they have figured out the cost of board and lodging, clothes, laundry, carfare, necessary incidentals and a saving of at least $5 to go toward the rainy day, they are not so apt to be exacting in the matter of candy, flowers and carriages. Indeed after making an unusually careful estimate, they found the boy would have just $3 left with which to give the girl a good time. And they decided, being just and open minded young persons, that the street car would be far more sensible for both of them hereafter than the taxicab.

This has opened their eyes to real conditions, and has set them to thinking of their attitude toward their boy friends, which in too many cases is that of getting all they can, just for a good time, without any regard to real friendship or thought of future responsibilities.

She takes up the girl's relation to her own home and to the home-making of the future, which must be founded in this day and generation, on financial independence. The girl of the past used to go from financial dependence in the girlhood home, to financial dependence as wife. She now goes from the independence of a wage earner to financial dependence as a wife, which relationship creates friction, and leads to incompatibility and divorce. There should be an adjustment of the responsibilities of home life before marriage on the basis of honest partnership. The children coming into the home should be taken into partnership financially and occupationally. They should be paid for their work, on the basis that "If you don't work you can't eat," and held responsible for their share in the home-making.

Under the subject of the Home, she has taken up the economic standard of home-making, and used as an example the home founded on a hundred dollars a month income, with one thousand dollars saved for investment. The girls have worked out the following budget:

Food	$25.00
Clothes	3.00
Fuel	7.50
Light and gas for cooking	3.00
Fire insurance	1.50
Life insurance	6.00
Carfare	5.00
Laundry	1.00
Incidentals	10.00
Interest on money	7.50
	$69.50
Water rent	2.00
Taxes	3.00
	$74.50
Payment of house	20.00
	$94.50
Save	$5.50

They found that they would have left $5.50 for pleasure not including any social or church responsibilities.

Under the Hygiene of the Home they were taken into the Trade School and given lectures on house construction, plumbing, heating, and lighting,

and were talked to about the beauty of the home and its reference to development of character and the ideal of mental and spiritual relations of the home. They visited homes in the neighborhood of the high school which were examples of small, inexpensive, attractive home keeping, and their attention was called to the number of things that can be done in an economical way to beautify the home, by giving thought and study to the subject.

The consideration of this practical side of home-making has opened the eyes of the girls to the problems that their mothers are meeting every day, and has greatly increased their respect. One young lady said to the teacher, " I never realized before what a wonderful woman my mother is to do so much on the income that she has."

Having founded the home on this partnership and economic basis they consider the child who will naturally come into this home, its physical development, proper clothing, bathing, food, sleep, exercise, and environment. She talks with them of mental development, of the child; its natural instincts, and the cultivation of these instincts into right habits of life.

They take up the home in relation to the municipality and the State. The home moral in relation to the life of the community, the home hygienic in relation to the health of the community, the home beautiful as a spiritual and uplifting influence in the community; the child's relationship to all of these conditions and the necessity for the girls' and mothers' interest in municipal home-making.

This course has been given to 1400 girls during the last two years and both girls and mothers have expressed their great appreciation of its value. The mothers testify that the girls are more interested in this course and talk about it more in the home than any other subject, and one girl who has graduated from a private school is coming to the high school for the purpose of taking Mrs. Noble's course.

We recommend a similar course for every high school which can obtain a woman capable of giving it. We also feel that it is as necessary for our boys as for our girls.

The Home and Child-Welfare

FIFTH SESSION

CONGREGATIONAL CHURCH

FRIDAY AFTERNOON, APRIL 24TH

Half After Two

TRAINING CHILDREN IN FINANCIAL RESPONSIBILITY

BY PROF. E. A. KIRKPATRICK
of Fitchburg, Mass.

Life consists largely of efforts to satisfy desires. To learn to live is to learn what is most desirable and how to most effectively achieve.

Money plays a much more prominent part in the satisfaction of desires at the present time than in more primitive life. To satisfy the desire for food and clothing, a man formerly gathered fruits and hunted game, kept herds or cultivated the fields, and exchanged what he obtained for other things that he desired. Sun, water, and space were obtained without effort, while companionship and amusement were secured by making one's self agreeable to others. Now all these things can be obtained without effort by paying sufficient money and rarely in any other way by city dwellers. Is it any wonder that money occupies such a prominent place in the minds of every one? Even the higher things of mind and spirit, such as art education and opportunity for stimulating human intercourse, cannot be secured in their fulness without money. It is true that money cannot buy the most precious of all things, real love and friendship and the joys that go with them, but it can supply a more or less perfect simulation of them.

Undoubtedly too much importance is attached to the possession of large amounts of money, yet so prominent a part does money play in our present civilization, especially in the cities, that no child is prepared to face life for himself without understanding the real function of money. He needs to appreciate that money is simply a means by which labor is exchanged for desirable things. Money is obtained only by labor on somebody's part, and it can purchase whatever can be produced by labor. Money is simply a medium of exchange by means of which labor in producing one article may be given for anything produced by the labor of some one else.

Labor, though perhaps not the sole source of value, is the most fundamental and primary source, and one cannot go far wrong in presenting this view to children.

The above statements are rather general but they prepare the way for considering these very practical questions: "Shall I give my children an allowance?" "Shall I pay them for work?" "Shall I allow them to spend money as they wish?" Or, "Shall I keep them as far as possible from the knowledge and responsibility regarding money?" If the latter question is answered affirmatively, the others need no answer. It is true that children will inevitably learn something regarding the uses of money by seeing others buy things, but they learn to really appreciate those uses only by buying things themselves. It is a wonderful experience, when a little three-year-old finds that he can change a penny for a stick of candy, and interest grows as he finds that two pennies will get two sticks and that other things than candy can be bought with pennies, each requiring so many. To see other people call for something and put down some money for it, means little more to him at first than any ceremony, such as bowing or thanking between older persons. If a child never buys things himself he

will very effectually be kept in ignorance of the real nature of money, so if you wish that condition it is only necessary to let him have none to spend.

The next most effective means of keeping him ignorant of financial matters is to give or refuse him money as you see fit, and to direct him in every case in spending it. Almost equally effective is it to let him have money whenever he asks for it, so that he can spend in the certainty that he can get more when that is gone. By any of these means the child may be kept in more or less blissful ignorance of financial matters until he is grown and begins to do business for himself. He is fortunate if he does not then suffer severely for his lack of knowledge.

Parents who admit that children should know about money matters or those who have given no thought to the matter may, by their talk and action, go the opposite extreme of making money seem to the child the most important thing in life. He may feel that anything may be obtained with money and nothing should stand in the way of getting it. He may be led to envy people who have money or perhaps to pity those who have little, and yet he may have no valuable financial training. He may regard getting money as chiefly a matter of luck, or while using it is to buy at once whatever he most desires at the moment. In a home where money is thus viewed the child attaches an undue importance to money but has little real knowledge of its use as a measure of values. He knows little of what money costs in effort or of just how much it will buy in the way of permanent satisfactions.

In another type of home the child knows just how much money comes in as a result of the hard week's work and he hears the exact cost of everything that is purchased. He listens to family councils about changing work and about which of several desirable things shall be purchased and for what purpose money shall be saved, until he realizes very distinctly not only that money is important but that so much money stands for so much effort given and so many articles of necessity and enjoyment to be secured. He realizes more fully what money costs when he himself becomes an earner. But it is only when he is allowed to spend as he wishes that he comes to fully appreciate the significance of money in relation to the satisfaction of his desires. In homes where the saving of money is especially emphasized, the result may be that money is regarded as of value in itself instead of as a means by which the good things of life may be secured. Often persons brought up in such homes become skilled in earning and saving money but never learn how to spend it so as to get the most out of life, or rather to put most into life.

To the intelligent parent who realizes that a knowledge of financial matters must be gained some time, the question is, When shall the child begin to learn and how shall the training be given? It may begin as early as the fourth year or as late as the fourteenth. At the earlier age the child is simply ready to learn that he can buy the things with money. As soon as he can count a little he is able to understand that there is a definite relation between the things that he can buy and the amount of money he has to spend. Progress in counting and in number combinations makes it possible for him to more fully appreciate the value of money while buying things, and asking about prices is a great stimulus to calculating.

In these earliest lessons in finance the child may simply be given the money he is to spend. Later, in order to learn more of the real value of money, he must find that the supply is limited. First he learns that he has not enough to buy some things, but must buy according to the amount he has. Then the next lesson is to realize that the purchase of one thing will make it impossible for him to buy certain other things. If he is given enough to buy what he wants now, and more when he wants something else, he is prevented from learning these very fundamental lessons. It is best to let a child learn

regarding the spending of money before being given the more difficult lessons of how to get money.

In the opinion of the writer, every child should be given a small allowance as early as five years of age, and this allowance should be gradually increased as he grows older. He should be free to spend this allowance as he pleases. The parent may advise but never require him to spend it in any way. The child must learn by his own experiences the satisfaction that may be gotten from spending money in various ways. One of the most valuable experiences a child can have is to buy something that gives very little or very brief satisfaction. If such an experience is preceded or followed by something that gives a great deal of satisfaction, the lesson is likely to be of lasting value.

Having limited the amount a child is to have, it is a mistake to help him out of difficulties that he has got into through unwise expenditures. Only in very exceptional cases should he even be loaned or advanced money.

The child may at first be inclined to spend for temporary satisfactions or merely to put the money away as he gets it, neither of which is desirable. The child should have the experience of spending a penny as soon as he gets it for something that gives immediate pleasure only, and also the experience of saving for awhile and then buying something that gives much more lasting satisfaction. The parents should skilfully suggest what the child shall do, being careful that when he saves his money for something he will be so well satisfied with his purchase that he will again deny himself little temporary satisfactions in order that he may get something worth while. This is not only good financial training but also the very best moral training. The will power gained in thus foregoing little indulgence and carrying out plans for future expenditure is of permanent value in every relation of life.

The child should not only spend money for his own wants, but birthday and Christmas presents to others should be paid for out of his allowance. Within a few years he should also become financially responsible for his own acts. If he breaks dishes or windows or injures any property, he should pay the damage out of his own money. If this plan is followed the parent should be very careful not to also scold the child for the act. On the contrary, he should receive sympathy and be encouraged to do the only proper thing, make good the loss as well as he can. Work for some one who makes repairs that he is not capable of may sometimes take the place of paying money. Children as early as six years readily learn to understand financial obligations, and, properly taught, develop the will to repair or pay for damaged articles.

On the other hand, a child should never be required to forfeit money for "badness" not in any way affecting property or where money cannot be used to make good a wrong.

It is well that children from the time they are four years old shall have certain little duties that they must attend to every day. This regular work may be correlated more or less closely with the regular allowance. It is probably best for a time, or perhaps permanently, to have no exact correlation between the amount of regular work done and the amount of allowance. The child should receive an allowance from the family fund and should contribute some work for the good of the family. The allowance should not be regarded as wages in payment for the work done in the household. In most homes one receives wages, and the same is true in social and public affairs. A loss of allowance when he has failed in his duties may perhaps be justifiable sometimes, but if this is done frequently the allowance will naturally soon be looked upon as wages.

Wages or pay for work done should be on a different basis. Only by earning money can a person learn to appreciate that the money received is the

result of a definite amount of effort involving self-denial and persistency in work that is perhaps not attractive at the time. Every child should, therefore, have the experience of earning money either in the home or outside of it. In most cases the earlier experiences would best be in the home. But care should be taken that children do not expect pay for everything they do outside their regular work. It is a good thing for children to do some work, especially constructive, for the mere pleasure of doing it, but they can hardly be expected to engage in monotonous tasks from that motive. Either commendation or pay may make such tasks relatively agreeable. Learning to sew is fun and making doll's clothes may be very interesting, but hemming towels or washcloths soon becomes tiresome. A boy of four who wished to buy a brace and bit for boring holes earned the money to do so by the latter task. From this time on he often worked for pay in order to get something that he wanted, frequently tools or materials with which he delighted in making things.

Care was taken, especially as he got older, to pay him just about what the work was worth as measured by the price that would have to be paid an adult for doing it. It was very interesting to note that when he wanted something he was anxious for a "job," while if there was nothing special that he wanted at the time he was not inclined to take even very good jobs. He knew intellectually that money is sure to be useful some time, but the vague some time for something gave nothing like the will stimulus promoted by the idea of getting a saw or a toy pistol or a cart the next day, week, or month. His actions were somewhat like those of the uncivilized man who works only when hungry. It was necessary that the time required for earning a specific thing should not be too long; otherwise he got discouraged and gave it up or would not undertake it at all.

When about seven this boy earned five dollars to buy a second-hand bicycle, but a new one was purchased and he was permitted to earn the additional amount later. (To let a child have a thing before it is fully paid for is not usually a good thing, but in this case the boy was quite averse to remaining in debt.) In order to give him a good chance and also to give him a lesson in working, whether he wanted to or not, a bargain was made by which he was to receive a dollar a week for doing whatever he was asked promptly and without complaining. After a time, especially when the tasks were small, he became more reluctant to work. He was reminded of the bargain that he was to work without complaint, but finally threw up the contract and returned to the plan of being paid for whatever jobs he did. This was much less profitable, and after awhile he wanted to return to the plan of payment by the week. This was not permitted, however, because it was desired that the lesson of the value of faithful, cheerful performance of work might be made impressive and that he might realize that contracts cannot be given up and resumed at will. He was, of course, kept responsible for the care of this and other property of his own. The next summer he left the bicycle out in the rain and sun a time or two, and the result was a warped rim. Sadly, but without complaint, he paid the two dollars necessary to have it repaired.

Should children be paid for doing unpleasant things that have no economic value, such as taking medicine or having a tooth pulled? My answer is most emphatically "No." Payment of money, except in the form of an allowance, should only be for doing things that have an economic value, otherwise the child cannot realize the real relation of work and money in the world. Almost equally objectionable is the giving of money for acts of politeness or kindness. These should be paid for in equivalent acts of politeness and kindness, and ideals of courage should be fostered in connection with the enduring of pain. Outside of the home money will not be received

for enduring pain or doing kind acts, and to pay for such in the home is to give the child false teaching as well as a low ideal of courage and kindness.

As children grow older the financial training may be carried farther by allowing them so much for necessary expenses, as school lunches and car fare, or for shoes and gloves, and finally for clothing and all expenses. This should be done gradually as the child develops judgment and may well be accompanied by the keeping of accounts and the beginning of a bank deposit. The boy previously mentioned began depositing in a co-operative bank at thirteen while his younger sister began at ten.

TRAINING FOR GOOD CITIZENSHIP

BY JAMES E. WEST
Chief Scout Executive, New York

"It is peculiarly appropriate at this Congress of Mothers that consideration should be given to the Boy Scout Movement whose program is so vital to the best interests of that object of every mother's love and anxiety—the adolescent boy.

"The world interest in the Boy Scout Movement challenges the intelligent understanding of every one.

"The Boy Scout idea is a movement rather than an organization. It aims to supplement existing organizations.

"The aim of the Scout Movement is to inculcate character in boys which, though essential to success in life, is not taught within the school, and being a matter largely of environment is too generally left to chance, often with deplorable results. The Scout Movement endeavors to supply the required environment and ambitions through games and outdoor activities, which lead a boy to become a better man and a good citizen.

"Scouting means outdoor life, and so, health, strength, happiness and practical education. By combining wholesome, attractive, outdoor activities with the influence of the Scout Oath and Law the Movement develops character.

"It develops the power of initiative and resourcefulness.

"It helps boys.

"It insures good citizenship.

"The Boy Scout Movement healthily and sanely offsets the disadvantages which civilization has caused.

"Conservation of our national resources is universally approved, but of what value would material resources be unless we conserve the moral, intellectual and physical future of the coming generation?

"Prevention is recognized as better and less expensive than cure. The Boy Scout Movement takes the boy at that time of life when he is beset with the new and bewildering experiences of adolescence and diverts his thoughts therefrom to wholesome and worthwhile activities.

"We want to help boys on leaving school to escape the evils of 'blind alley' occupations—that is, such work as gives the boy a mere wage for the moment, but leaves him stranded without any trade or handicraft to pursue when he is a man and so sends him as a recruit to the great army of the unemployed, and what is worse, the unemployable.

"The Scout Movement is not seeking to displace established educational institutions, for the value of school instruction is indisputable. It does, however, aim to supplement the school by engaging the boy's leisure energies in outdoor games and activities of cultural and practical value.

"Scoutcraft includes instruction in First Aid, Life Saving, Tracking, Signalling, Cycling, Nature Study, Seamanship, Campcraft, Woodcraft, Chivalry, and all of the handicrafts.

"Over three hundred thousand boys are now Scouts. They pay their own

expenses but must be directed, taught and helped.

"Over seven thousand clean men—mostly college men—are Scout Masters. They receive no pay, but they must be carefully selected, and stimulated by helpful publications and field work.

"As an organization the Scout Movement is not military in thought, form or spirit, although it does instil in boys the military virtues such as honor, loyalty, obedience and patriotism."

Religious Policy

"Scouting presents greater opportunities for the development of the boy religiously than does any other movement instituted solely for the boys. Its aim to develop the boy physically, mentally and morally is being realized very widely.

"The Movement has been developed on such broad lines as to embrace all classes, all creeds, and at the same time to allow the greatest possible independence to individual organizations, officers and boys.

"The Boy Scouts of America, as an organized body, recognizes the religious element in the training of a boy, but it is absolutely non-sectarian in its attitude toward that religious training. Its policy is that the religious organization or institution with which the Boy Scout is connected shall give definite attention to his religious life. If he be a Roman Catholic, the church of which he is a member is the best channel for his training. If he be a Hebrew boy, then the Synagogue will train him in the faith of his fathers. If he be a Protestant, no matter to what denomination of Protestantism he may belong, the church of which he is an adherent or a member should be the proper organization to give him an education in the things that pertain to his allegiance to God.

"In thus making available to boys of all classes a common meeting ground where they may play and compete and learn to know that the "other fellow" is not so much different from themselves, the Scout Movement is performing a distinctive and important patriotic service.

"And again, the observance of the Scout Law, the tremendous collective volume of "daily good turns" and the creation of better feeling among millions of Scouts of our own and other lands, constitute a latent but powerful and rapidly growing factor for universal good will and peace.

The Scout Plan

"As a Scout the boy willingly adopts as real and vital the universally accepted principles of life set forth in the Scout Oath and Law. This effectively influences the boy's nature and character so as to better prepare him for that work which the church can best do.

"A Scout promises that upon his honor he will do his duty to God, his country and obey the Scout Law; that he will help other people at all times and that he will keep himself physically strong, mentally awake, and morally straight.

"The Scout law, covering the twelve fundamental principles, requires a Scout first of all to be trustworthy. That means that he must not tell a lie, cheat, or deceive, but keep every trust sacred. A Scout is loyal to all to whom loyalty is due, including his Scout leader, his home, his parents, and his country. Furthermore, a Scout is helpful, prepared at all times to save life, help injured persons, and do at least one good turn daily. A Scout is friendly to all—a brother to every other Scout. A Scout is courteous, especially to women, children and old people, and he must not take any pay for being courteous. A Scout is kind to animals and does not kill or hurt any living creature needlessly. A Scout is obedient. A Scout is cheerful, even when facing hardship and drudgery. A Scout is thrifty. He works faithfully, wastes nothing, and makes the best use of his opportunities. A Scout is brave and does what he knows is right, stands for clean speech, clean

sport, clean habits, and travels with a clean crowd. Finally, a Scout is reverent toward God. He is faithful in his religious duties, and respects the convictions of others in matters of custom and religion.

The Three Classes of Scouts

The Boy Scouts of America after meeting certain requirements are first enrolled as Tenderfoots. Other examinations must be passed before they can be promoted to Second-Class Scouts, and still harder tests must be met before they can graduate into First-Class Scouts. The requirements of the Tenderfoot, Second-Class, and First-Class Scout are as follows:

Requirements for Tenderfoot

To become a Scout a boy must be at least twelve years of age and must pass a test in the following:

1. Know the Scout law, sign, salute, and significance of the badge.
2. Know the composition and history of the national flag and the customary forms of respect due to it.
3. Tie four out of the following knots: square or reef, sheet-bend, bowline, fisherman's, sheepshank, halter, clove hitch, timber hitch, or two half hitches.

He then takes the Scout oath, is enrolled as a Tenderfoot, and is entitled to wear the Tenderfoot Badge.

Requirements for Second-Class Scout

To become a Second-Class Scout, a Tenderfoot must pass to the satisfaction of the recognized local Scout authorities the following tests:

1. At least one month's service as a Tenderfoot.
2. Elementary first-aid and bandaging: Know the general directions for first-aid injuries; know treatment for fainting, shock, fractures, bruises, sprains, injuries in which the skin is broken, burns, and scalds; demonstrate how to carry injured and the use of the triangular and roller bandages and tourniquet.
3. Elementary signalling: Know the semaphore or International Morse alphabet.
4. Track half a mile in twenty-five minutes; or, in town, describe satisfactorily the contents of one store window out of four observed for one minute each.
5. Go a mile in twelve minutes at Scout's pace—about fifty steps running and fifty walking, alternately.
6. Use properly knife or hatchet.
7. Prove ability to build a fire in the open, using not more than two matches.
8. Cook a quarter of a pound of meat and two potatoes, in the open, without the ordinary kitchen cooking utensils.
9. Earn and deposit at least one dollar in a public bank.
10. Know the sixteen principal points of the compass.

Requirements for First-Class Scout

To become a First-Class Scout, the Second-Class Scout must pass the following tests:

1. Swim fifty yards.
2. Earn and deposit at least two dollars in a public bank.
3. Send and receive a message by semaphore or International Morse alphabet sixteen letters per minute.
4. Make a round trip alone (or with another Scout) to a point at least seven miles away (fourteen miles in all), going on foot or rowing boat, and write a satisfactory account of the trip and things observed.
5. Advanced first aid: Know the methods for panic prevention; what to do in case of fire and ice, electric and gas accidents; how to help in case of a runaway horse, mad dog, or snake bite; treatment for dislocations, unconsciousness, poisoning, fainting, apoplexy, sunstroke, heat exhaustion and freezing; know treatment for sunburn, ivy poisoning, bites and stings, nosebleed, earache, toothache, inflammation or grit in eye, cramp or stomach-ache and chills; demonstrate artificial respiration.
6. Prepare and cook satisfactorily, in the open, without regular kitchen

utensils, two of the following articles as may be directed: eggs, bacon, hunter's stew, fish, fowl, game, pancakes, hoecake, biscuit, hard-tack or a "twist" baked on a stick; explain to another boy the methods followed.

7. Read a map correctly and draw, from field notes made on the spot, an intelligible rough sketch map, indicating by their proper marks important buildings, roads, trolley lines, main landmarks, principal elevations, etc. Point out a compass direction without the help of the compass.

8. Use properly an ax for felling or trimming light timber; or produce an article of carpentry or cabinet-making or metal work made by himself. Explain the method followed.

9. Judge distance, size, number, height and weight within 25 per cent.

10. Describe fully, from observation, ten species of trees or plants—including poison ivy—by their bark, leaves, flowers, fruit or scent; or six species of wild birds by their plumage, notes, tracks or habits; or six species of native wild animals by their form, color, call, tracks or habits; find the North Star, and name and describe at least three constellations of stars.

11. Furnish satisfactory evidence that he has put into practice in his daily life the principles of the Scout Oath and Law.

12. Enlist a boy trained by himself in the requirements of a Tenderfoot.

The Scout Motto

The motto of the Boy Scouts is—*Be prepared.* This means that the Scout is always in a state of readiness in mind and body to do his duty.

The Scout Oath

Before he becomes a Scout a boy must promise:

ON MY HONOR I WILL DO MY BEST:

1. *To do my duty to God and my country, and to obey the Scout Law;*
2. *To help other people at all times;*
3. *To keep myself physically strong, mentally awake, and morally straight.*

When taking this oath the Scout will stand, holding up his right hand, palm to the front, thumb resting on the nail of the little finger and the other three fingers upright and together.

The Scout Sign

The position of the hand just described, under the Scout Oath, is the Scout Sign. The three fingers held up remind him of his three promises in the Scout Oath.

The Scout Salute

When the three fingers thus held are raised to the forehead, it is the Scout salute.

The Scout always salutes a Scout official.

Laws of Honor

There have always been certain written and unwritten laws regulating the conduct and directing the activities of men.

All men have such laws coming down from past ages. The Japanese have their Bushido or laws of the old Samurai warriors. During the Middle Ages the Knights of King Arthur and various crusading orders, such as the Knights Templar, developed in Europe and the Holy Land the law of chivalry. In aboriginal America, the Red Indians had more or less fixed tribal customs; likewise the Zulus, Hindus, and the later European nations have their ancient codes.

The following laws, which relate to the Boy Scouts of America, are the latest and most complete. These laws a boy promises to obey when he takes his Scout Oath.

The Scout Law

1. A Scout is Trustworthy.

A Scout's honor is to be trusted. If he violates his honor by telling a lie or by cheating, or by not doing exactly a given task, when he is trusted on his honor, he may be directed to hand over his Scout Badge.

2. A Scout is Loyal.

He is loyal to all to whom loyalty is due: His Scout Leader, his home, his parents and his country.

3. A Scout is Helpful.

He must be prepared at any time to save life, help injured persons and share the home duties. He must do at least one good turn to somebody every day.

4. A Scout is Friendly.

He is a friend to all and a brother to every other Scout.

5. A Scout is courteous.

He is polite to all, especially to women, children, old people, and the weak and helpless. He must not take pay for being helpful or courteous.

6. A Scout is Kind.

He is a friend to animals. He will not kill nor hurt any living creature needlessly, but will strive to save and protect all harmless life.

7. A Scout is Obedient.

He obeys his parents, Scout Master, patrol leader, and all other duly constituted authorities.

8. A Scout is Cheerful.

He smiles whenever he can. His obedience to orders is prompt and cheery. He never shirks nor grumbles at hardships.

9. A Scout is Thrifty.

He does not wantonly destroy property. He works faithfully, wastes nothing, and makes the best use of his opportunities. He saves his money so that he may pay his own way, be generous to those in need and helpful to worthy objects.

He may work for pay, but must not receive tips for courtesies of good turns.

10. A Scout is Brave.

He has the courage to face danger in spite of fear, standing up for the right against the coaxing of friends or the jeers or threats of enemies. Defeat does not down him.

11. A Scout is Clean.

He keeps clean in body and thought; he stands for clean speech, clean sport, clean habits; and he travels with a clean crowd.

12. A Scout is Reverent.

He is reverent toward God. He is faithful in his religious duties and respects the convictions of others in matters of custom and religion.

On numerous occasions last year the Boy Scouts in co-operating with civic authorities distinguished themselves for the practical ability and friendly spirit with which they rendered services. Several of the most prominent of these instances of co-operation are given below:

About 1500 Boy Scouts, from the District of Columbia, Maryland, Georgia, New Jersey, Kentucky, Pennsylvania and Virginia, in conformity with the policy of doing practical service, rather than parading to make an idle show of themselves, assisted the civic authorities of Washington in keeping clear the line of parade and in administering first aid. All who witnessed this occasion, and who may have been skeptical of the value of the Scout Movement and its training, soon realized that there was in existence a new and powerful force for good among boys.

Ohio Floods—Scouts Do Great Service

During the floods last spring, which wrought such fearful havoc throughout Ohio and Indiana, the Scouts distinguished themselves by many singular acts of heroism and sacrifice.

The Scouts on the ground, or rather the water, rescued many people who were in great danger. One instance of many may be cited of John Stone, a Scout of Riverdale, Ohio, who had improvised a raft with which he rescued a mother with her twin babies, whom the husband and father had endeavored in vain to save. The Scouts in numerous cities throughout the country collected food and clothes and earned money which was sent to relieve the suffering. In Washington, I am happy to say, the Scouts again distinguished themselves by collecting more than one thousand dollars for this purpose under the direction of Mr. Arthur C. Moses, President of the Local Council.

Gettysburg

The aged veterans of the North and South at the Gettysburg Reunion were largely cared for by 548 Boy Scouts from Washington, Philadelphia, Fredericksburg, Hagerstown and Burlington, under the supervision of Commissioner Edgar S. Martin, in co-operation with the American Red Cross Society.

WHAT THE SCOUTS DID

The Scouts found sleeping assignments and acted as guides for the veterans, erected tents, carried water, ran errands, carried meals to old soldiers in their tents, and conveyed others who desired to visit their friends in distant parts of the field, and made themselves generally useful. In addition to this the Scouts were of great assistance in first-aid work, as the telegram from Commissioner Martin, quoted below, sets forth:

COMMISSIONER MARTIN'S TELEGRAM

GETTYSBURG, Pennsylvania, July 3, 1913.

Scouts have added 100 per cent. to their reputation for service. Official hospital nurses, doctors and Red Cross officials' reports show that for July 1 and 2, our troop, consisting of 20 Burlington (N. J.) boys, 18 Fredericksburg, 8 Hagerstown, 50 Washington boys, 4 officers and myself have assisted or cared for 5,210 cases. To-day the daughter of General Meade and the granddaughter of General Longstreet were among the number. Will send complete returns later.

In addition to this, the Scouts collectively and individually have in thousands of cases proved themselves to be better boys because of their being Scouts. They have rendered service on hundreds of occasions where no service would have been rendered at all had they not been Scouts.

The Movement and its work have been most heartily endorsed by leading men in all walks of life, from the President and two ex-Presidents of our country, down to the most humble laborer who has been the recipient of some "good turn" at the hands of a boy who, if that boy had not been a Scout, might have aggravated where he now helped.

We have recently received a letter from the mother of several Scouts in Florida which so clearly sets forth the broadened vision which the Scout program stimulates in boys that I must read an extract from it:

"I believe from what I have seen of this movement that it is a very good thing for boys at this age, when *little* boys' amusements have failed and they are too young for the stern realities of life, but think they realize all of life's meanings and duties. This movement seems to help them over this period, supplying just the kind of work they like, and naturally want to do, and not leaving time for many temptations—smoking, card-playing, sensational reading—that are always at hand for 'idle hands' and minds.

"You would be surprised—unless you know boys and their likes and natural bent—to see how they take hold of this work. I was surprised, anyway. They spend all the spare evening hours studying the 'Scout book,' and my boys have worn one completely out. I am held up at all hours to teach them 'first-aid to the injured,' 'cooking,' etc. One of my boys is developing into a really very good little cook. At present it is *birds*—they are making 'bird lists' and writing descriptions of birds they do not know. I haven't been able yet to find the name of an inexpensive bird book for them. Do you know of one? A year ago they wanted air-guns to shoot the poor little birds, but now they want to protect and feed them. I had tried to teach them this, myself, but it needed a banded company to instil these things. Alone they felt babyish about it and thought I couldn't see as they did. I 'looked at these things as girls did,' and the boys at their age do not want to be 'girlish.'"

Mr. Colin H. Livingstone, president of our movement, related a story at our recent annual meeting in this city, which a grateful mother had told him and which you may be interested to hear.

"A lady came into the bank and said she wanted to see me. I did not know her, and asked for her name. She said, 'I want you to forget that I have a name, and let me tell you a little story.

"'My little boy is a member of a Scout troop in Washington, and is a faithful little Scout, does his work at home and for his neighbors, does his good deeds, and is not especially fond of reciting them. His father, I am sorry to say, is a very impetuous man, given to intoxicating liquors, and sometimes very harsh with the little fellow. One day he attempted to strike him—he knocked the boy's hat off and his school books out of his hand, and in the scuffle knocked his own cane out of his hand and his own hat off. The boy picked them up and handed them to his father, and then picked up his own books.

"'That evening his father called the boy into his private den, and asked why he had done all this, why he submitted so kindly and meekly and did not offer to fight. "Why, you see, father," he replied, "I am a Boy Scout, and we learn those things there, and I am trying to practice them at home." That was two months ago,' continued the lady, "'and the father is reformed. He has stopped drinking entirely. This incident seems to have absolutely changed him. Do not ask me my name, but just let me go, having registered this with you as a valuable product of the Boy Scout movement in one home. This one thing is worth all the work you have done in the community.'"

Now that is the sort of thing and the spirit that is really behind this movement. All these adjuncts that we have to have to make it go are merely formalities that move and change like the laws and plans on which we operate our own domestic affairs.

I have come here to-day to present the cause of the Boy Scout movement to a gathering of women, most of whom have had boys, and some have boys of their own to train and who on that account will more readily appreciate the psychology of our work and its indisputable benefits to boys who engage in its program. I have come here also to say that at National Headquarters of this movement, we receive scores of inquiries every week of the year from mothers of boys who are anxious to become Scouts but who are denied the enjoyment of its pleasures and benefits because of their inability to secure some good man to act as Scout Master. The 7000 men now giving their time as Scout Masters are entirely inadequate to meet the demands from the vast number of boys in all parts of the country who are interested. As we look over the whole field and consider the reports from all of the different centres, we find that the problem is not one of money but one of men—men of virility and character, capable of inspiring confidence in boys so that by their example of living in accordance with the principles of the Scout Oath and Law they will effectively carry out the Scout program in its truest sense—men who, because of their interest in the State and Nation, are willing to make the sacrifice involved in volunteer service as Scout Masters, men who realize that the boy of to-day is the man of tomorrow, and appreciate the importance of working with him.

Without doubt, every one present here is in hearty sympathy with our work and is really anxious to do something to help. That desire meets a ready challenge in this great need for men to lead our boys. The opportunity is open to each one present here to have the great and happy privilege of securing the active interest of some desirable man to participate in molding the characters of our boys.

I have brought with me a supply of bulletins which will be distributed without charge to those who are interested. General literature may be had on application to National Headquarters of Boy Scouts of America, 200 Fifth Avenue, New York.

The School and Child-Welfare

SIXTH SESSION

SATURDAY MORNING, APRIL 25TH

Nine O'clock

NATIONAL DEPARTMENT OF PARENT-TEACHER ASSOCIATIONS

MRS. WALTER LEROY SMITH, CHAIRMAN

The Parent-Teacher movement shows a remarkable growth in all sections of the country. Inquiries have come from many States, and in each instance literature has been sent and a letter written giving all the information possible. There has been a ready response from parents and teachers wherever effort has been made to effect organizations.

The latter part of February your chairman sent a letter to each State president and organizer enclosing a sheet containing the following questions to be answered and returned befor April 1:

How many Parent-Teacher Associations, Mothers' Circles or similar organizations have been effected in your State since May 1, 1913?

How many of these have joined your State organization?

On the other side, give any information that would be helpful in extension work in other States.

Name .....

Official position .....

Street and Number .....

Town or City .....

State .....

Replies have come from 26 States, making it possible for me to give you the following splendid reports: ,

Alabama reports 16 organizations joining the Congress since the last National Convention.

Arizona reports 7 organizations effected, 6 of which have joined during the year.

Colorado reports 24 new organizations, 20 of which have joined.

California reports 47 associations, all of which have joined this year.

Connecticut reports a large number of organizations effected; six have joined the Congress.

Delaware has four new organizations, all having joined.

Idaho reports 6 new organizations, all of which have joined.

Indiana has 5 new associations which have not yet joined.

Iowa reports 19 new associations, all of which will join as soon as they become fully established.

Massachusetts has 59 new organizations, 39 of which have joined.

Maryland has one new association and it has joined.

Missouri reports 47 organizations effected within a year, 29 of which have joined.

Mississippi has 220 new organizations, 12 having joined.

New Hampshire has been organized since the last convention and reports 15 new organizations, 5 of which have joined.

New York reports 82 new associations, 6 having joined and 32 of the others ready to do so very soon.

North Dakota has three new organizations but as yet there is no state organization.

Ohio reports 7 organizations and that all have joined.

Oregon reports 75 organizations effected this year, 50 having joined and the State Superintendent of Schools in Oregon says that within a year there will be 1000 associations.

Pennsylvania has nearly 100 new associations, 35 having joined. Over

50 of these organizations have been effected during the past eight weeks and many of them will join as soon as they are fully established.

Rhode Island has 12 new associations, 9 having joined.

South Carolina reports 4 but they have not yet joined.

Tennessee has 10 new associations, all of which have joined.

Texas reports nearly 50 organizations effected this last year, but does not say how many have joined.

Vermont has 11 new associations, five of which have joined.

Wyoming.—Dr. B. M. Hamilton, organizer for Wyoming, reports that the work is still in its infancy in that state owing to the inaccessibility of many parts of the state. When railroads are opened up work can be pushed, until then they can only move slowly. One new association is reported at Worland, Wyoming, and the Better Babies movement has a place in the state work in Big Horn County.

Oregon reports 76 associations now members of the National Congress with 40 associations organized this year, a paid membership of 3044. The legislative work done by the Mothers' Congress was the Widow's Pension law passed by the last legislature. Child-Welfare Day is observed and the work has the hearty co-operation of the state officials and City Superintendent Alderman of Portland. The West is looking forward with great anticipation to the National Congress that will hold the 1915 Convention in Portland and feel sure that the splendid work being done by the Parent-Teacher Associations of that city will insure hospitality.

Washington State Branch reports 123 associations now affiliated with the National Congress, 22 organized this year with the addition of 57 organizations doing Child-Welfare work that have not as yet affiliated with State and National Associations. The legislative work attempted by the Washington branch was the Babies Boarding House bill, Child Labor bill, Mothers' Pension bill and Lazy Husband bill, the last two becoming laws. The Better Babies work has been done in various parts of the state but not through the efforts of the state work. A proclamation by the Governor has called the attention of the people of this state to the observance of Child-Welfare Day on February 17th, which was quite generally done this year in various parts of the state. The state branch has the hearty co-operation of the Governor, State School Superintendent, and County Superintendents, and Parent-Teacher Association work has a place on the program of the Inland Teachers Association as well as the State Teachers Association.

The Chairman of Parent-Teacher Association work for the West attended the meeting of the National Association which was held at Salt Lake City last July and had a personal interview with the State School Superintendents or their deputies from all the states in the western division barring California. Literature has been sent to interested parties in all of these states and the prospect seems bright for the increased growth and usefulness of Parent-Teacher Associations in the West.

This makes a total of 692 associations which have been formed the past year, and 395, plus those in Texas, that have joined the Congress since our last National Convention.

It is a great disappointment to your chairman that no reports have come from Georgia and Illinois as these states have been doing splendid work and would greatly increase the above figures.

In answer to the request for information which would be helpful in extension work in other states the following was received: Colorado writes, "We find it best to work through the state, county, and city superintendents. Have the meetings called in the school buildings. Have the principal of the school made First Vice-President. Very little can be done without the superintendent and teachers."

Connecticut writes: "A very effectual way to do extension work

would be to have a paid organizer or field secretary, but we have not the necessary funds."

North Dakota writes: "We had a splendid Child-Welfare exhibit and Health and Growth contest at our chautauqua last summer. We have bigger plans for this summer. Our money is already donated, and it is going to have a big influence in our state."

Rhode Island writes: "We are coming to the conclusion that a state organizer should receive some salary as it is arduous, expensive work."

From the reports that your chairman has received California still holds the banner for the largest membership. Pennsylvania is second and Massachusetts third on the list.

Your chairman has had an exceedingly busy year, having made a trip through the southern half of New York State last November at which time eighteen towns and cities were visited. A trip through Pennsylvania recently covered six weeks, in which time forty-four places were visited. She will return to Pennsylvania at the close of this convention for the purpose of filling twelve more engagements. The remainder of the year was devoted to Massachusetts. During the winter your chairman has addressed 102 meetings with the result that more than 150 organizations have been effected.

Your chairman has written 1335 letters during the past year in the interests of the Parent-Teacher work, and many more as secretary of Massachusetts.

We need speakers who will go to the associations for just their expenses.

We need more literature—small leaflets giving the aims and purposes of the congress; the President's message to mothers, and the objects of Parent-Teacher Associations, leaflets which can be sent out broadcast. There is a constant demand for something of this kind.

We need more workers—earnest women who will give their time and strength in this great service for little children, and we need more money in order that we may carry forward this great work.

The outlook for the Parent-Teacher Department has never been so bright, and the support and co-operation of every state and local officer is earnestly solicited.

REPORT OF MRS. HENRY OSGOOD HOLLAND

Associate Parent-Teacher Association Chairman for Wisconsin, Indiana, Tennessee, Mississippi, Alabama, Ohio and New York

Mississippi and Ohio are the only States that have replied to letters sent out several weeks ago. The report from Ohio states: Forty affiliated clubs and a large number unaffiliated. These clubs are in the ten leading cities. Four new clubs have been formed this year and twelve others have affiliated. Signed, Mrs. J. A. Smith, President.

The report from Mississippi states that there are over one hundred Parent-Teacher Associations and Mothers' Clubs, about fifty of which are affiliated. Signed, Mrs. R. B. Stapleton, President.

New York State has made splendid progress the past six months. Last October Mrs. Walter LeRoy Smith spent five weeks doing organizing work across the southern tier of counties in New York State, awakening great interest every place she spoke. As a direct result of her work Gloversville has nine strong Parent-Teacher Associations which were formed two months after her visit there and Troy has during the past two months formed a Parent-Teacher Association in each of its schools—twelve in number. The aim of New York State for its year closing next October, is 100 per cent. increase in its membership, closer fellowship

with the National Congress and some phase of preventive work carried forward by each club. Mrs. Montford C. Holley, of Lockport, is Extension Committee Chairman. Her work during the past four months has been truly wonderful. Forty new clubs have been formed all of which will affiliate a little later with the State Assembly. Thus far six of the new clubs have affiliated. New York has 59 affiliated clubs and 72 others fully organized but not yet affiliated. The extension Committee is made up of fifteen consecrated efficient women in various sections of the State who stand ready to answer all calls for help to organize or to strengthen clubs in their neighborhood. We have not yet perfected the county organization. New York has sixty counties and a little later we shall endeavor to find just the right woman for each county. Many of our State educators have given strong endorsement to our mother work, others have stood on neutral ground. In the cities of Ithaca, Poughkeepsie, Binghamton, Gloversville, Troy and Buffalo the Parent-Teacher Associations have had rapid growth the past year. Each of the 59 affiliated clubs are pledged to form at least one new club this year. This is the " Win-One " plan and works well.

Our beloved National President has been wonderfully helpful to the workers in our State and has formed a link of pure gold binding the eldest daughter of the National Congress of Mothers close to the Parent Organization. There is a general awakening throughout the State.

ELECTION OF OFFICERS

At the Board of Managers' meeting, preliminary to the opening of the Congress, the following women were nominated and elected by the Board to serve as the Committee on Nominations: Mrs. William T. Carter, Philadelphia, chairman; Mrs. Fred Dick, Colorado; Mrs. Hubert N. Rowell, California; Mrs. E. C. Porter, Texas; Mrs. A. H. Reeve, New Jersey.

Mrs. Carter reported that the committee recommended the following names as their ticket for the officers: Mrs. Frederic Schoff, President; Vice-Presidents: Mrs. David O. Mears, Albany, N. Y.; Mrs. Orville T. Bright, Chicago, Ill.; Mrs. Milton P. Higgins, Worcester, Mass.; Mrs. Edwin R. Weeks, Kansas City, Mo.; Mrs. Robert H. Tate, Portland, Oregon.

Mrs. Joseph P. Mumford, presiding, stated that other nominations could be made, and the delegates were at liberty to write other names on the printed ballots if they desired. She stated that the polls would be open in an adjoining room until 1 P.M.

(The ticket as recommended by the nominating committee was later reported by the tellers as elected.)

The School and Child-Welfare

SEVENTH SESSION

SATURDAY EVENING, APRIL 25TH

Quarter Before Eight O'clock

NEW TIMES AND NEW PROBLEMS IN EDUCATION

BY PROFESSOR M. V. O'SHEA
The University of Wisconsin

During the past fifty years there has been a steady drift of the people to the cities. The cities are becoming congested, while the country in many places is fast becoming depopulated. Country schools once full of children are being closed for want of pupils. At the same time, cities cannot build schools rapidly enough to accommodate the children. This means that a constantly increasing proportion of the young in America are being reared in the city, rather than in the country as of yore.

The conditions in city life have changed markedly during the past few decades. The individual home has been constantly losing its distinctive character. Fifty years ago, even in the city, young people and old spent a considerable part of their time in their own homes. To-day most of their time is spent outside of their homes; and even when they are in their own homes, their friends are there with them. The home has almost completely merged with the general social body. The agencies in the city designed to help people to while away their time have been constantly increasing out of all proportion to the increase in the size of the cities. This simply means that people are spending much more of their time together in groups than they did formerly.

The life of the boy and of the girl in the city is quite different from what it was years ago. The telephone is playing an important part in making it practically impossible for boys and girls to be alone for any length of time. The group activities of the young to-day are vastly more inclusive and elaborate than they were formerly. Parents testify that their children are often not alone at all. They are always with some one. Either they go out with their friends or they bring their friends into their own homes. The amusements designed to appeal to the young, and even to seduce them, are much more varied and alluring than they were formerly.

These changes in social life have already produced a pronounced influence upon our people. The tendency of this new life is to make young people more responsive, more alert, more self-reliant in the presence of others, perhaps even more "smart," than was true in the old order. But at the same time, young people do not have training outside of the school in long-continued application to any task. They are not trained in working independently and in isolation. So the school really has a new problem of great importance and equally great difficulty. No civilization can long endure unless the people are trained to apply themselves to their tasks, whatever they may be, for a long time; that is to say, until the tasks are solved.

Probably most of the real problems of human life must be solved by the individual working alone without distractions, and without feeling the continual longing to be in contact with his fellows. If it is true, as it seems to be, that the rising generation cannot concentrate on difficult problems as effectively as did the preceding generation, then we are in peril. Our problems are growing more complex all the time, which means that the people must be trained to apply themselves more

and concentratedly to their solution. The moment our people cease to increase in their ability to solve intricate problems by long-continued application, at that moment our development will cease. Further, if young people decline in the power of concentration, it means that we will begin to return on our path. There never has been any exception to this principle in the life of nations.

The individual home and the individual school cannot solve the problems that confront us. Our civilization is eminently social in character. This means that there must be community co-operation in dealing with the new problems issuing out of the new times. The individual home cannot work out a program so that its children will have some hours every day when they will work alone at their tasks. The community must co-operate. If all the homes in a neighborhood would have a common understanding of this matter, there would be no trouble in any individual home. The school then could work out its problem with the support of the community. It could shape its work with direct reference to the special needs of the hour. Not until the community understands the new problems and will co-operate actively with the school, will the distracting influences cease to work harm, both to individuals and to our civilization.

A child will willingly do what his fellows do. If in a given neighborhood, it should be understood in all homes that high-school pupils should apply themselves to intellectual tasks, say from 7.30 to 9 in the evening, there would be no desire on the part of individual children to spend this time at the theatre or on the street or in wasteful practices of any kind. Any one boy will do what the crowd does, and if we are going to solve our problems to-day, we must work with the crowd mainly.

Of course, the individual home can arrange a program which will encourage the young people to concentrate upon their tasks. A place in the home can be provided for children, and an inexorable régime can be carried through so that at a given time the young people must be in their proper places applying themselves to their tasks. Of course, if a home is restless; if the elders are coming and going, and the whole talk is of distractions; if there is no suggestion of serious application to tasks,—the individual working his own way through them; if everything in the home suggests superficiality and excitement and social dissipation, then, of course, the young who grow up under such influence cannot get the kind of training which will arrest the dissipating influences of contemporary city life. The principle here involved has been illustrated at least a hundred times in earlier civilizations, and in some that are now on the downward path in the old world.

NATURAL EDUCATION IN HOME AND SCHOOL

BY MRS. WINIFRED SACKVILLE STONER
of the University of Pittsburgh

There seems to be nothing new under the sun: The Tango is now said to have been stolen from the ancient Egyptians. There is nothing new in the so-called Natural Educational System; nature's educational system—following her plan in training the young—by natural actions from the first to the last. We can learn a whole lot from the Mother Lion and the Mother Tabby as to nature's intent as to educational points. If you will watch the Mother Tabby you will learn a great deal: The way Nature intends animals to be educated, and it is interesting to watch her give the first lessons to her kittens. When the Mother Tabby teaches the kittens to play with their tails, it is not as a useless pastime, but is intended to strengthen their young muscles so that when they grow up and have to shift for themselves, they will

have good strong limbs. When the kittens grow tired, the Mother Tabby lets them rest. Another thing which she never does is to use this "kitty-witty" language to her kittens—she uses the very best old "meow" she has, and that is a very good thing to remember, for how can a child learn to speak properly if it is talked to in the ridiculous manner so many mothers use. The Mother Tabby in teaching her kittens follows nature's five objective points, which are, Observation, Interest, Concentration, Imitation and Exploration. The kittens observe their mother, become interested, concentrate their attention, imitate her and explore for food and play.

As you know, the ancients believed that a mother had a great deal to do with the character of her children, and this is true, for no mother has the right to bring children in this world and not give them the best of care and attention. But to go back to ancient times, I believe that every child born into this world has the trinity of mental, physical and moral elements, and it is up to the mother to develop this trinity. She knows her own child and at the first indications of certain tendencies the mother should be able to observe them and direct these tendencies in the right direction. She knows the child from infancy, and yet when she sends a child at the age of six or seven years, to a strange school, to a strange teacher, the mother expects the teacher to cram his head full of knowledge. But the child is individual; each child is individual in his looks and character. Of course he is individual; every leaf on a tree is individual. And a child resents being put into a mould prescribed by a set of school directors. Why should a mother expect a teacher to take a perfectly strange child and develop him along certain lines that the teacher knows absolutely nothing about? I believe that every child should have some foundation upon which to build his mentality; the child is restless; he wants expression while the teacher demands repression. When the mother develops only the mental in the child, and neglects the physical, the child grows up with a lean and hungry look. We all picture a genius in this way, and it is because the physical is not developed along with the mental. Every child born in this world has some talent, and it remains with the mother to discover this talent. Sometimes it is choked by neglect, or lack of opportunity; sometimes it is so strong that it cannot be choked and it becomes a great and glorious thing. Sometimes the mother discovers and develops a talent and it becomes a great and glorious thing. Talent shows itself early. Go back through history and you will see that at very tender age all the great men of history, who made themselves famous in war, politics, art and so on, or any other lines, showed remarkable evidences of this talent in early youth. It is true that many so-called geniuses have found an early grave and this is because the mental was developed at the expense of the physical and as a rule these geniuses were of the temperamental sort and not of the intellectual order. It is true that many great men have been very eccentric and this has lead to the general belief that there is a narrow line between the genius and the fool. If there is any truth in the belief of the insanity of genius, why does not our best literature come from the insane asylums? Genius, developed to the highest point, often brings more sorrow than joy to its possessor. In this day of specialties, a man who is an accepted authority on one subject knows absolutely nothing about anything else. Of what use is all the knowledge in the world if the body is racked with pains and nerves? You owe your child everything. In the first place, from the very start, give the baby the best room in the house; don't stick it away in some dark corner; give it a nice bright room and decorate it nicely; nice pictures and statuary—I believe in statuary, it gives the baby something to feast its eyes upon. If you can't get good statuary, get

plaster-of-paris; they are cheap. Some people say a child is an animated vegetable, and not subject to impressions. I believe he is subject to impressions from the very first moment he opens his eyes. If you have him in beautiful surroundings, he will feel beautiful and keep beautiful. The Japanese never have anything in their homes which is not useful, but I believe in having things for him to feast his eyes upon. Then again, I believe in developing the muscles right from the start. Take a stick and put his fingers around it, and then pull on it. Finally he will learn to hold on to it and by persistent work along this line, he will soon begin to hang on to the stick until you lift him right from the bed. This strengthens the young arms and limbs. I am just as proud of my daughter's physical development as I am of her mental development, and that is the way I started her physical development. My daughter was born with teeth and in six months was sitting up. I believe a child's senses should be developed from the very first moment of his birth and I believe a number of poor babies have their tone sense ruined because mothers insist on singing at their babies. Mothers with poor voices seem to think they can sing their babies to sleep, but I think in the majority of cases it only keeps them awake. This is why the old "mammie" from the South (God bless her), with her soothing crooning, can really lull a baby to sleep. When my baby was born, I had no nightingale voice and I resolved that my child should never suffer from my singing, so I decided upon a plan for soothing her—I invented it myself. I scanned from Virgil from the first book, and it was perfectly fine. (Here Mrs. Stoner gave a recitation.) To further develop the tone sense in my baby, I had bells of different tones tied with different colored ribbons, attached to the foot of the crib and then I would ring a bell and call the color of the ribbon. Then I talked to her. When the people heard me talking to the little girl they said I was crazy. I would touch the table and say "table," and touch a chair and say "chair." I used the best English I knew how, and I think that is another point, so many mothers talk such ridiculous "baby-talk," as they call it. I don't believe in that. I believe that if a child hears good English in the cradle, he will speak good English to the grave. Of course, I know I used a lot of slang—I always do; slang is so expressive. What is slang but new expressions coined to express new meanings. Look at the number of words in the English dictionary of a few years back and then at the words we use to-day; where did those words come from if they were not just "explosions," so to speak. But as I said, I used the best English I knew how and at the age of six months, baby talked, and most babies do not talk until they are about three years old. My husband said I would talk the poor child to death, and at the rate I am going on now, you can imagine how the poor child was talked at. When baby was six months old I began to teach her to read. I placed pieces of cardboard around the room with letters of the alphabet painted on them. I began with "A," and pointing to it I would say "A," and so on, and I would say nothing but "A" until she knew just what "A" was. I believe in teaching a child one thing at a time. My child has never been confounded by having to stuff for an examination. I think these dreadful examinations are horrible, and I hope the day will come when they will be abolished. By making a child cram his poor head full of a lot of things, they never accomplish anything. This reminds me of a story I heard the other day of a small boy who was studying for an examination on spelling and other things: One of the questions was, "What is the anatomy?" and the boy sent in the following answer: "The anatomy is the body divided into three parts—the head, which contains the brains, if any; the *chist*, which contains the lungs and a

piece of liver, and the *stommick,* which contains the vowls, A. E. I. O. U." That is a true story. My girl knew nothing but "A," then "B," and so on until she finally memorized them all. We then began to build them. Spelling is a lost art, so some people tell us—I dont' know whether it is or not. Anyhow, I took the letters "A," "B" and "C" and built the word "cat," and then dog and other simple words, each time putting them together, saying what they spelled and pointing to the object. Finally I gave my little girl Peter Rabbitt. How many of you know Peter Rabbitt? She took Peter Rabbitt and took the letter "P" in Peter, and then pointed to the "P" on the wall and on the typewriter; then "E," on the typewriter, and finally she had picked out the word "Peter" and found the picture of Peter Rabbitt on the wall. My husband was very proud of our little girl's accomplishments and at the age of three years, he invited a number of friends to the house and dared them to mention a word she could not spell, and they could not do it. At sixteen months she could read, and this was accomplished by building letters, by listening to me read and by using the typewriter. Then there was another thing she learned which people thought quite remarkable: She copied great poems on the typewriter and at six years of age she could recite over six hundred of the classics, and at eight years could recite over twelve hundred. She simply had copied them upon the typewriter and memorized them. My little girl is not a genius—simply a normal girl. We have touched upon reading and writing, but arithmetic was where I was stumped. When I tried to teach the numbers upon the wall, she learned them all right, but when I tried to teach her the tables, she stamped her little foot and flatly said "No." Fortunately, at this time I met a friend who was connected with the schools in Chicago, and after explaining my troubles, she said that often the difficulty lay with the teacher and not with the child. So not being interested in arithmetic myself, I could not impart the proper knowledge of arithmetic to my child. I learned arithmetic all right, but I am like the little boy, who, when asked a certain question in arithmetic, answered, "Oh, I learned that long ago." That's the way with me. I would like to talk for fifteen or twenty years, but I cannot take anybody else's time. But finally, after going through arithmetic, we took up geography, and by the way, the best way in the world to interest children in geography is to teach them Esperanto. Esperanto is the best way to interest children in other countries. Ninety-nine per cent. of the wars of the world have been caused by lingual misunderstanding, and if you want to know the real cause of the trouble we are now having between Mexico and the United States, it is due to lingual misunderstanding. If you would teach the child Esperanto, it could correspond with children of other countries. My little girl is intensely interested in those countries and wants to know more and more about them, and in this way geography is not a bore. Another way to help children is to put things in jingles; whenever you want to know how many days there are in April, what do you say? You say "thirty days has September," don't you? So when my little girl wants to memorize the bones of the body, or the Kings of England, she puts them in jingles, and I have found it is a mighty easy way to memorize things. The next thing is the question of discipline. Through natural educational methods, we believe that discipline must come through the consequences of the act, and we must rule through kindness and fairness. Mothers, most of them, don't seem to realize this. Then, there are the little fairies: I don't see how we could do without the dear little fairies. I believe more good can be accomplished by proper training right from the cradle than all the corporal punishment in the world. I have ten rules I would like to state to you ladies before leaving the platform; I know my time is up, and they are:

1. Never say "don't." The very atmosphere of some homes is fairly reeking with "don'ts."
2. Never scold. A scolding mother is worse than a spanking mother.
3. Never give corporal punishment.
4. Never say "must."
5. Never allow a child to lose its self-respect or respect for its parents.
6. Never frighten a child.
7. Never refuse to answer questions.
8. Never ridicule a child or tease him.
9. Don't banish the fairies.
10. Don't let a child ever think there is any more attractive place than its own home.

COMMUNITY CO-OPERATION IN THE EDUCATION AND TRAINING OF THE YOUNG

BY EDWARD J. WARD

Wisconsin State Adviser in Social Centre Development

The race began to be human, that is, civilization began, when men and women united and remained together for the education of the child. It was not the breeding of the offspring that furnished the basis of the human family. Brutes breed. It was the long infancy of the human child, whose helplessness and whose marvellous educability required the man and the woman to stay together for its sake. It was the common equal association of men and women upon the common ground and under the common roof consecrated by the unfoldment and the training of childhood, which taught the first lessons in mutual consideration and care for another; it was the uniting effort, and the planning together for this primary group whose centre was the place of the child's education that taught the first lessons in co-operation, with which all human progress began. It was when men and women united in this little dual society whose citadel was the sacred ground of the divinest common interest, that the *home* spirit was born. Out of that primitive family group in widening circles the clan and the tribe came to be, and from that family rootage grew the old patriarchal forms of government. And the family remains—shall ever remain, the unit group.

In the past century a tremendous change has come. Before, the greater part of all our life was spent within the circle of the household. There were carried on the industries and the arts. There, food was prepared, and covering. There, too, were found the occupations of leisure, our culture, and our play. And because, through our association together upon the common ground of the child's education there, we had learned to think and feel and enjoy in terms of the welfare of this little group within whose circle our lives were spent, the activities which we carried on, the industries and the arts, the culture and the play, were humanized.

Now all this is changed. Out from the little household circle have gone the preparation of food, the carding of wool, the spinning, weaving, and fashioning of cloth, the making and using of tools, out into the larger circle of the neighborhood into the street and the shop, the factory and the store. These activities are now carried on, not in the spirit of mutual consideration, not with the motive of unselfishness, not with the consciousness of joy in service, but in an atmosphere whose law is that of the brute—pretence, suspicion, fear, deception, exploitation, dog-eat-dog, *caveat emptor.*

Why?

It is not that, in our dealings with each other in this wider circle where now our work and play is chiefly done, we lack the precepts of a human way, the guidance of the preached ideal. It is simply that we have not yet learned to adjust our group sense to the wider circle in which our lives are now spent. It is simply that we have not yet

learned to desire, each for all, and all for each, in terms of the larger group. We have a little family-size, "me and my wife, my son John and his wife—us four and no more," range of group feeling to cover a circle of living which has widened far beyond the household area. It is like trying to cover a square mile with a napkin.

How shall we learn to *feel* our membership in the larger community group in which in our work is now done, in which our lives are now lived, as we have learned to *feel* our membership in the little household group? How shall we come really to identify our interest with the common interest of this larger group? How shall we come to sink, not as sacrifice, but as fulfilment of ourselves, our individual ambitions in the larger good of the community? How shall the home-spirit be expanded, widened to humanize our relationship to other members of this wider company?

All of our legal development tends to fix restraints upon us in our dealings with each other, to enforce honest exchange, to protect "rights" and to prevent infringements. This iron framework of compulsory order seems to be necessary. But, a society which engages men to patrol its ways, to keep its members in order with clubs, has not begun to find itself. All our education tends to widen our intellectual comprehension of our membership in this larger group, and so to develop our capacity to *think* in terms of the wider circle of our association. At the best this intellectual nexus, coming, as it does, largely by way of the printed page, is mediate. No person ever lived who could express himself by writing, or who, by being described or reported, could be fully made known to another. When, for instance, we read the writings or the reported speeches of Lincoln, or the stories about him, does not our reading, instead of satisfying, increase the wish that we might have known him, that is, met him frequently face to face, and heard him speak?

"There can be no *life* in a community so long as its parts are segregated and separated," said Governor Wilson, at the First National Conference on Social Centre Development. It is just as if you separated the organs of the human body and then expected them to produce life. . . . I know that a great emphasis is put upon the mind in our day, and as a university man, I should perhaps not challenge the supremacy of the intellect, but I have never been convinced that mind was really monarch in our day, or in any day that I have yet heard of. What really controls our actions is feeling." How shall we learn not only to prevent our harming each other, and not only to think clearly in terms of our membership in this widened association, but to feel, to suffer and enjoy, in terms of the larger circle of the community, as we have learned to feel in terms of the unit family?

The ready, practical, convenient answer lies in our using as a point of focused contact the common place which, in the midst of the community, has the same character as had that first centre of interest which united us in the little group, where, in the unit family, the feeling of home first came to be.

This is the marvellous social significance of the public schoolhouse in each community. It is as though the members of all the little unit families had said: "The home, the little unit home, was made by the association of adults at the place of the education of the child. The capacity for mutuality was latent in the man and the woman until they associated at this place, in this atmosphere. In the larger community, the capacity for genuine fellow-feeling is latent in each member. We will unite to establish in the centre of this larger group that interest (that which is between) which gave each home its unity and gathering there, we members of the larger groups shall find our unity, the home-bond, but circling wider." We have, in establishing the public school, joined hands as Pietro and Violante did to

Hold high, keep clean
Their child's soul, one soul white enough for three,
And lift it to whatsoever star should stoop,
What possible sphere of purer life than theirs
Should come in aid of whiteness.

America, in the public school, has taken the child and set him in the midst as Jesus took the child and set him in the midst. The invigorating atmosphere of the child's unfoldment is the breath of life. The light of the child's presence in the thought of men and women enables them to see. The place of the children's education, at the centre of the neighborhood, has in its freedom from dogma, its democratic foundation, its limitless aspiration, its vital character, not only the most powerful dynamic possibility for molding the future, but in its use by men and women to-day as a centre of equal association, it has in it the certainty of developing that which cannot come by authority or study or precept, the power to feel, to suffer and enjoy, in terms of the membership of the neighborhood as we now feel, and suffer and enjoy, in terms of membership of the little household.

We talk of city sentiment, city spirit, the feeling of the city's membership. It is impossibly sudden expansion. We cannot make the leap. The distance is too far, the enlargement of vivid interest is too great, from the little homogeneous household group to the vast heterogeneous circle of the city. We are in the situation of the Scandinavian on the dock, whose brother on the boat cried, "Yump, Ole, you can make it in two yumps." We can make it in *two* jumps. We cannot "stretch our auspices" so far all at once.

To be sure, we may develop a pseudo city-spirit, a hectic town-promotion impatience whose motive is commercial. We may form a civic improvement association (forgetting that "civic" and "political" mean the same thing, *civic* being the Latin form of the Greek *polis*), and we may adopt a "city beautiful" slogan. We may seek to beautify the ugly, blotched, worry-furrowed face of the community by the methods of the beauty doctor, the resort to cosmetics, rouge, paints, powders, skin-foods and patches, forgetting that social beauty can come only with social health. In our hearts we know that this commercial promotion and this specializing in the superficial are counterfeit. We can never know the genuine spirit of mutual consideration, of high joy in inter-service, out to the wide reach of the city, until we have found a half-way stepping stone, in an institution of the neighborhood wherein men and women, associating in the clear atmosphere in which the home spirit was born, have their eyes opened and their hearts freed.

When through such acquaintance in co-operation we have become human, have carried the home spirit to the wideness of the neighborhood, then through the federated interchange and union in the enterprise of politics, with other neighborhoods, we shall gradually push back the horizon of our real interest and fellow understanding to include the city. So, and not otherwise, shall the individual's capacity for identification of interest which now reaches to the limits of the household gain in power till it can include the membership of the city. So we set out on our way to the consciousness of membership in the Association of America, which shall make of it a home land.

Starts President's Fund

It took just five minutes for Mrs. Anna Steese Richardson, of New York, to raise $260 toward a fund, to be named the "President's fund," for the purpose of bringing the work of the State organizations and the national organization of the Mothers' Congress and Teachers' Association into closer co-operation.

In an address on "Co-operation," Dr. Lilian W. Johnson, of Memphis, Tennessee, said that the people of the United States were afflicted with a disease which would wreck the nation

unless it was cured. She called this disease city-blindness, and showed how, content in the growing prosperity of their cities, the people did not see that the life of the country upon which the city must depend was being rapidly sapped.

Dr. Johnson said that the last census revealed a decline of population in the great majority of the country districts, that the great agricultural state of Iowa actually lost in population, and production in the United States only increased 11 per cent. while population increased 21 per cent. The census showed that tenancy in the United States had risen to 37 per cent., an increase of 16 per cent. in the last decade. That of the six million farms one-third of them were changing hands about every year and a half, making it impossible to have any progressive, stable life in the country.

The United States was becoming an emigrant nation, about 250,000 farmers were crossing over to Canada each year, and we no longer received the best populations of Europe, as they were not emigrating as formerly.

Dr. Johnson then described the conditions which the American Commission for the study of Agricultural Co-operation had found in their investigation of three months in 18 European countries. Good agriculture everywhere, the rate of production much higher than in the United States; methods of distribution which brought the European farmer better returns for his work than the American farmer received; and systems of credit which enabled even the smallest farmer to borrow at low rates of interest all the money he needed for productive purposes.

She explained that these conditions had been brought about by co-operation, the word "co-operation" having a technical meaning in Europe, and signifying an organization for business purposes of a purely democratic type, one man, one vote, no matter how much capital stock the man owned; an organization in which profits were distributed to those doing business according to the amount of business done; and from which employees and the community itself received a fair share of the profits, on the ground that they were contributing factors to its success. That this method of doing business, so different from our soulless joint stock corporations, had made love of one's neighbor a good business asset.

Dr. Johnson said that these co-operative enterprises which had lifted the rural districts of European countries from poverty and ignorance to affluence and a high degree of intelligence had been organized and lead by the local leaders of the communities, usually the school teacher, the pastor, or the priest. The results of co-operation were showing themselves not only in better agriculture and better business, but also in better living. The motto of co-operation, "Each for all and all for each," had been adopted by every country of Europe, and communities were working together for social and moral uplift. In Ireland jails were being turned into school-houses, no drinking man could belong to a co-operative organization. "Peoples' Houses," with their halls for recreation or religious worship, used equally by Protestants and Catholics; with their libraries, with their co-operative stores, credit unions, and restaurants and surrounded by the community playgrounds were the centres of a vigorous and progressive life in the country.

Dr. Johnson then explained that the difficulty in the upbuilding of country life in the United States lay in securing leaders. That only about 2 per cent. of the country clergy lived in the country. Usually they had their homes in the towns, where their families could enjoy better advantages, and they went out on Sunday to the country to preach, often having two or more charges. That our country school teacher was usually a young woman who taught for six or seven months during the year and rarely remained in a district more than two years. The remedy suggested for these conditions was the co-ordinating of the agencies now

working in the rural districts, in using and developing the tax-paid agencies of the Departments of Education, Agriculture and Health, and in having all voluntary organizations heartily co-operate with them.

The " teacherage " advocated by Dr. P. P. Claxton, U. S. Commissioner of Education, might become a social settlement where it might be grouped with the teacher who lived in the community and whose school, practically never closed, laid hold upon life and taught anybody anything which vitalized life; the agent of the department of argiculture, who organized the canning and garden clubs; the rural nurse, who strove to prevent disease by teaching hygiene and sanitation; the social worker of the Christian Association, who taught morals through recreation. Such a group of young women, or of men and women, drawn from the community itself, but trained along special lines for special service would lead the people in every effort to better their conditions.

The Congress applauded heartily when Dr. Johnson said with emphasis that the work of rural upbuilding must be carried on through the existing State and county agencies of education, health, and agriculture, with the school as the centre. This hearty agreement showed the desire of the members of the Mothers' Congress to co-operate with these agencies and promises much for the solution of rural problems.

The Church and Child-Welfare

EIGHTH SESSION

HOTEL RALEIGH

SUNDAY AFTERNOON, APRIL 26TH

Three O'clock

PROMOTING EFFICIENCY OF THE CHURCH IN SPIRITUAL GUIDANCE

BY MRS. MILTON P. HIGGINS

of Massachusetts

It was the latter part of the afternoon at the Buffalo Exposition. Thoroughly weary, we were slowly walking along with the thousands who came thronging out of the buildings, just as the familiar strains of "The Star Spangled Banner" fell upon our ears and renewed our courage. Everybody stood still as if spellbound. Even the ordinary chatter of the crowd ceased, an involuntary hush fell upon us all, and as the last soft strains of our national song floated on the air, there seemed to be a soft halo descending; myriads of tiny lights outlined every building and tower, and beautiful colors began to creep over the lovely waterfall. Brighter and more brilliant grew the scene, until it seemed as if we were verily in fairyland. The edict had gone forth, "Let there be light, and there was light." Light without stint, without measure.

The following day we went over to Niagara Falls, the source of all this light. They roared over their high precipice with the same grandeur that had always been characteristic of them, and the seething foam below was dashing as high as ever, but, I said, "Show me how you harness this power and make it possible to create such a flood of light in the city beyond." They took me into the power house and entering an elevator we descended until we had gone down two hundred and fifty feet, as far as the bed of the river into which the water fell, and there was the machinery, three gigantic dynamos, that generated and utilized the power of these great falls, and in addition to supplying light it was furnishing power to countless wheels and machines. A trap-door was lifted which showed us the water rushing through with great velocity, foaming and seething, forced forward by the tremendous pressure of the falls, but securely caught in these pipes. Had that failed, all the mills would be silent and the city dark. It was down in this deep underground room where people seldom go that the force was at work which made all the wonderful results possible.

Just as we do not lack power in the natural world so it is true that there is sufficient power in the spiritual world to revolutionize, enlighten and lift up humanity if we can only find the transformers which will utilize the power in the right direction. God is the Spiritual power. The power-houses are the churches, the schools and the homes. The transformers are the ministers, the teachers and the parents, you and I.

The work to be accomplished is to raise the ideals of the coming generation, so that they shall make better fathers and mothers, more capable active Christian workers and better educated men and women than those of to-day. This is not asking too much, in view of the wonderful advance in other directions, within the last century—the application of steam to vessels, the numerous railroads bringing all parts of the country into communication. Could our ancestors of about a hundred years ago be suddenly dropped upon this earth, they would

find themselves strangers to our customs and inventions and even our language. What does it all mean—what is the message of the twentieth century to us to-day? *It means that all the world are brothers.*

The Atlantic Cable, laid within my remembrance, did more to make the whole earth akin than any one invention up to that time. No great movement can take place to-day but what it is noised abroad to-morrow.

Never since the world began has there been such an advance in civilization and never such a proof of the fatherhood of God and the brotherhood of man, and the guidance of the Spirit of the Christ as wrought by the inventors, the manufacturers, and the scientists during the last hundred years.

The church is the power-house to which we are to go, not to be conformed to any particular form or ceremony, but where we are to be transformed by the spirit of Christ, so that we shall be like live wires charged with a special mission of active work in the world. What our young people need from the church to-day, is to feel there the throbbing of active life and strength. The richest asset of the church is its young people. We older ones are pretty fixed in our ideas and notions, and are apt to feel that the younger generation must be molded after the same plan and pattern, but the world is moving on and the minister who ignores the young people coming up in the Sunday School makes a vital mistake. If the little children hug him and the young girls and boys look upon him as a personal friend and if the young men feel that he understands their peculiar temptations, if he gives to his people, living, practical sermons that have to do with the great thoughts, the great movements of the age and if they feel that he expects them to take their places with strength and vitality to help their fellows on the upward path, do you not think they will respond? The most difficult task will not be too great for them to undertake.

The Christ life, the practical Christ spirit, may lead them to utilize some parts of the great church buildings and equipments for reading rooms, game rooms, gymnasium, etc. Activity is the key to young life. Every mother knows the persistent query which over and over again is repeated by her children. *What* shall I do next? What *shall* I do next? The Boy Scout movement is trying to answer that question. The home and the church should be closely associated in the child's life. At the church the marriage vows are spoken—*to* the church the babies are brought for dedication—*in* the church should be a training class for parents.

The man who is to be a doctor goes to a medical school—to make teachers, normal schools are provided—an engineer goes to a technical school—for ministers, there are theological seminaries—for almost every profession, except the most important of all, we have training schools, but for the creation and the development of the human soul, we have neglected to make preparation. Does it make any difference? Ask the scientists who met together from all over the civilized world year before last in London, because they feared the deterioration of the next generation. Can we insure to the coming generation, if we will give the subject the needed attention, stronger muscles, steadier nerves, more vigorous constitutions, larger brain power, greater spiritual apprehension, a quicker mind, a clearer realization of life in its fulness, greater vitality, therefore greater power, such purity of heart and life that temptation shall have less power over them than it has over us? Can this be done? Is that the great advance that shall mark this twentieth century? Our scientists are making a study of it, but it remains for the church, the home, the school and the State to unite their forces to accomplish this end.

Why does this National Congress of Mothers and Parent-Teacher Associations try to enlist the parents, the teachers, the members of our churches and other organizations in their work?

Because they feel that a better trained parenthood means a better race in the future—a higher race—a race which shall look up to a higher ideal than is ours to-day, which shall have a richer development of mind so that the capacity to think, reason and judge shall be increased—the sympathies shall be broadened and men shall learn to look for and appreciate the best qualities of their fellowmen.

There are few parents who really know their children, to whom their children will tell their inmost thoughts. It is more important that the parent should be able to communicate with the inmost thought, the spiritual self, of the child than that the teacher should, and for this most delicate mission the parent needs to be trained. A higher conception of married life should be inculcated—what a husband and wife are, not what they have, makes more perfect sons and daughters. To bring into the world a superior family of children and train them towards the highest ideals is the truest and most worthy ambition and makes a wonderful home. The training should not be arbitrary. Fixed rules cannot be laid down for all children, but principles can be applied in a variety of ways. The word " don't " must give way to " do." The ten commandments, beginning, " Thou shalt not," must to-day develop into the new commandment, " Thou shalt love the Lord thy God with all thy heart and thy neighbor as thyself." To make of the boys and girls, men and women capable of solving the problems of this day and generation, they should be trained to take responsibility. Where nothing is expected nothing is rendered.

A new life, even the life of one's own baby, should be regarded with a reverent awe. It is a new creation, and because God has allowed us who are parents to become workers with Him in bringing this new life into the world, it does not follow that we have a right to bend it according to our preconceived notions. We should watch the unfolding of its own individual characteristics, guiding it toward the right, teaching it as soon as possible self-control, never forgetting that in the child liberty means activity.

But before higher qualities than we can dream of to-day come to pass, we of the present generation must recognize the hindrances and actively engage in the fight which must be waged against the evils which are all the time giving a backward pull to the human race. The great practical problems that we face to-day and the evils that we fight, are fearful in their power, magnitude and malignity.

In the face of all these the church should arise in her strength, and put on the whole armor of God, for we wrestle against the rulers of the darkness of this world as truly to-day as when Paul lived.

The message of the twentieth century to the church, the home, the school is this:

Regeneration, progress, higher ideals. We want our children to be better born, to be stronger to resist temptation, and to rise to greater heights than those to which we have attained. When Ulysses was about to sail past the southern shore of Italy where the sirens with their beautiful voices had lured many a sailor to a watery grave among the dangerous rocks, he told his sailors to fill their ears so that they could not hear the singing and to tie him to the mast so strongly that he could not break away. This they did, and when he heard the beautiful song he strained every muscle to release himself, but in vain, and so in safety he passed by.

Let us make our cords of loyalty to home and country so strong that no temptation can overtake the coming generation that they cannot resist.

When the Argonauts were sailing past the same shore of Italy where the sirens were still trying to beguile the sailors, they took with them the god of music and instructed him as they neared the dangerous coast to play his sweetest melodies. He did so, and when perchance they heard a strain from the sirens it sounded so dis-

cordant and raucous that it was no temptation.

We parents and leaders of this generation should so attune the influences of the home, the school and the church that the harmony produced would make the coming generation such true, pure characters that temptation should have no power over them.

As the mountains in Switzerland rise far above the clouds beyond our sight and seem to reach to the heavens above, so may our children rise until their ideals shall be higher than our conception can reach, and in the purity of their hearts there shall come to them such a vision of the eternal, all loving Father as shall prove the words of Christ—" The pure in heart shall see God."

TRAINING CHILDREN IN HONESTY

BY MISS ALICE N. PARKER
of Pittsburgh, Pa.
Supervisor of Kindergarten

It is my pleasure to bring before the convention to-day a phase of education which is in great danger of being overlooked and neglected. It has been much misconceived even by those whose training should have enabled them to grasp the simple principle which lies behind it. It has to do with the initiation of the very young child into moral relationships and ideals. Because it deals with the very young child it must be up to a certain point unconscious and indirect. There is an art which develops from the child through his primal affections, sympathies and interests and through appeal to the imagination a right relationship to life without moralizing or direct teaching, or forcing upon the child a conception or mode of conduct beyond his plane of development. I refer to the kindergarten games—the distinctly Froebelian games which are dramatizations of the finger plays in Froebel's Mother-play Book.

Many grown people seem to have great difficulty in grasping the fact that a child can through his imitative play form habits of action and even of feeling and thinking which become a part of him for life without conscious teaching or moralizing.

Kindergartners have been accused of forcing upon children and trying to make them conscious of adults' ideals of life. This is a total misconception and one wonders how intelligent people could honestly accuse other intelligent people of a method so unchildlike and preposterous. Such critics seem not to have any conception of the effect upon the child of his imitative play. The child imitates anything and everything which comes within his experience and in so doing becomes for the time being the thing or person he is imitating. His imagination makes the part so real to him that when he is impersonating someone or something else he objects to being called by his own name. " I am not Charley, I am a bear, or I am a policeman, or a fireman " or whatever it may be, we hear commonly from the child at play. This instinct for making himself over into other things is his God-given instinct to understand and assimilate life and his environment. Froebel saw both the dangers and the good in developing power of imitation and says in one place " Whatever a child sees he loves to imitate, therefore be careful, you his elders, what you do in his sight; " and in another place, " The use of imitation will lessen by half the work of education." What you do and think you become, is a law of life which I think no one will deny and it was this obvious law which Froebel applied in his games. I spoke a moment ago of the Mother-play Book. This is a collection of traditional games which Froebel saw mothers universally playing with their children. Their universality was to him proof of the fact that in them

must lie a content vitally related to life and to the child's instincts. The universal truths underlying them he tried to make clear to mothers and educators through his commentaries. "Simple mother wit," he says, "never fails to link the initial activities of the child with the everyday life about him. What the natural mother does incidentally, intermittently, and disconnectedly, we must learn to do with conscious intent and in logical sequence. We must recognize the reason implicit in instinct, learn its methods, and without losing its naiveté develop into a systematic procedure its incidental suggestions."

These traditional games Froebel would have the child play over and over knowing that through the law of imitation he would unconsciously assimilate their content, and through the law of habit they would gradually become part of him and the incentive to his conduct. Only the adult is conscious of their importance and significance. As far as the child is concerned he is simply playing what childhood universally has liked to play, cleansed of some of its dross and outgrown conceptions and conformed to the ethical ideals of the Twentieth Century.

Before illustrating what I mean let me digress a moment to speak of some of the causes of dishonesty among little children.

One of these causes is very frequently this instinct of imitation of which we have been speaking.

The following story was told me of a little child in a Kindergarten in Pittsburgh who stole a glove belonging to another child. She showed slyness and secretiveness in true thief fashion but no sense of guilt when the glove was found in her coat pocket. To the question of the Kindergartner, "Why did you take Mary's glove?" she responded, "I was just playing I was a real burglar like the one I saw in the moving picture show, he took things and he didn't tell. And the other day, Miss Marian, I took some money out of my father's cash drawer the way the burglar did, and my father never found it out." This child was not vicious nor criminal but simply the victim of bad examples set her by adults and the ignorance of parents who have no conception of the part which imitation plays in a child's life nor of his ignorance of what constitutes right and wrong. Some people seem to expect children to know by instinct all the moral laws which it has taken the race centuries to work out, and if in his imitative play, or his instinct to experiment, to discover, and to possess he breaks a law, he is forthwith branded as bad and treated by the adults, whose victim he is, as a culprit.

In the Education of Man, Froebel says that a child is never bad until grown-up people make him so. "By attributing evil—or at least wrong motives to all that the child or boy does from ignorance or precipitation they bring guilt upon such a child, who, though not wholly innocent is yet without guilt; for they give him motives and incentives which were as yet unknown to him; they make his *actions* bad, though not at first his will; they kill him spiritually." They act like the good-natured little boy who says of his fly or beetle that is weak from maltreatment, or has even lost its feet, "see how tame."

Another very common—perhaps the most common cause for dishonesty is the very natural and legitimate desire for possession coupled with ignorance of the laws which govern property. This desire to own and handle objects is also a necessary instinct. The child must handle objects, must investigate, must experiment in order to make himself at home in his environment. Being a child of the race he must, as the race has done, transform and express his ideas through the medium of material. Very often a child's propensity for taking things which do not belong to him can be completely broken up by giving him some possessions of his own and suggesting to

him that he would not like anyone else to take his things. Froebel's philosophy of life was that we are all infinite beings, struggling up through a long process of evolution to a realization of infinite powers within us. If we are infinite then we are also free and the soul whose essence is freedom longs constantly to overcome its limitations, physical and spiritual. The great inventions of the past century show man's gradual conquest over the limitations of space and time. His explorations, his investigations and research show his thirst for knowledge. "Some day I must know and possess all things and I will push away and overcome all limitations" says his "divine discontent."

This longing for a spiritual grasp of all things shows itself at first in the undeveloped soul by a grasping for material things. There are many "grown-ups" who fill their shelves with books the contents of which they neither know nor appreciate, yet their craving for possession has been somewhat pacified. Froebel would have us gradually initiate the child into a feeling of a higher order of possession. He has chosen as one medium for this initiation a play which is common to all children. It consists merely in holding a small mirror so that the sun will shine on it and thus casting a bright spot on the wall. In Kindergarten parlance this is known as the "Light bird" and the children have great fun in trying to pick it up and in running after it when it flies about the room by the movement of the mirror. Their astonishment is very great when it evades them or when they put their hands over it and it appears on the backs of their hands. One child was much distressed because she could not pick it up and take it home to her mother. The song which goes with this play says:

"No hands can catch the Light bird
But eyes may catch and hearts may hold
The light-bird on the wall."

In connection with this experience we try the game of shutting our eyes and discovering that we can see the light-bird even with our eyes closed. "Can you see anything else with your eyes closed," asks the Kindergartner. "I can see Mother," says one child, "I can see Father," says another, "I can see a bird on a tree," and so on and so on. The children eagerly vying with each other to recall as many mental images as possible.

"Can you remember how a rose looks and smells, how an orange tastes, how a certain song goes," etc., asks the Kindergartner. Although nothing conscious is said the children show in many ways that they are beginning to realize that anything which has come in their experience is theirs even if they haven't it in their hands or before them. One of the wise things about having things in this way we discover, is that everyone can have them at the same time.

A Kindergartner, also in Pittsburgh, tells me this interesting experience. A boy in her class had stolen many things. Nothing she could say or do had any effect upon him. The Mother had adopted the plan of whipping him unmercifully for this same fault. The doctor examined him and pronounced him to be a kleptomaniac and therefore incurable. About this time the children began playing the Light-bird. After a week or two the little kleptomaniac said to the Kindergartner, "I wanted to take that flag yesterday but I didn't do it. I just took it home in my eyes." A day or two later he said, "I wanted to take John's umbrella but I didn't do it," with great triumph. "Did you take it the same way you took the flag?" asked the Kindergartner. "Yes," he said. She then had a talk with the Mother and asked her to stop the whippings and help her to develop this new idea. The mother agreed and soon after took the child on a short railway journey. She said afterwards that he sat looking out of the window at the houses, trees and fences flying

by. He suddenly turned to her with his face illuminated and said,"Oh, Mother, isn't it wonderful that we can take all these things home with us and have them always?" At last accounts the boy had only had one lapse in several months. He has now gone to the first grade and as the primary teacher is helping him in the same way we hope he is permanently cured.

One day about a year ago I went with a Kindergartner from a slum district where the children rarely see a blade of grass or a flower to a beautiful garden. The children of course, were wild over the flowers, but showed the effect of their training in self-control by not picking a flower in the beds, only the dandelions on the lawn as they were told they might. One child, however, was severely tempted. Her hand would steal around the stem of some flower and if a watchful eye had not been upon her, many a beautiful one would have been torn from its place. Finally I said to her, "You don't have to pick these flowers to have them. Shut your eyes and see if you can't see them just as well as if you had your eyes open." She closed her eyes and after a moment nodded her head. "Come over here," I said, "and see if you can't bring them with you." Again she closed her eyes and nodded, satisfied. I left her with the suggestion that she could take them home with her that way and have them whenever she wanted them. For sometime afterwards she amused herself looking at the flowers and then running away to shut her eyes, but her hands did not touch them again and she seemed satisfied.

The entire experience proved to me the value of Kindergarten training in the lesson of self-control. The children were all wild with delight over the flowers. One child stooped and smelled separately and individually every flower in a border running along a long path. I thought her back would be broken. Not one of the twenty or thirty children let his desire overcome him. So eager were they that they gathered handfuls of the centres of dandelions which had gone to seed and blown away, but the little girl seemed better satisfied with her mental images.

Children often are naughty, first, because they have no clear idea of what they ought to be, and second, because they have no stimulation of the imagination or emotions which would lead them to want to be good after they know. The Kindergarten plan is to allure the child with ideals presented through experiences, games, stories, songs and pictures. It also recognizes the need of human nature of a personality who is a concrete embodiment of goodness and who shows us practically what we ought to be. All great religions have centred around the same great personality who in his character and teaching cleared up vague conceptions of virtue and inspired us to try to follow his example. If this is true of the adult, how much more must it be true of the child with his imperfect appreciation of his relationships to other people. Froebel tells us that, at the age when the child begins to notice that other people react in a certain way upon what he does—that is to show approval or disapproval and when he wants to keep their approbation he has reached a dangerous stage in his development and needs a more conscious and direct moral training. They need a hero who will define for them in his character an ideal and through appeal to their imagination allure them to strive to make themselves over into his image. It is at this stage that we play the game of the Knights—the most popular of all Froebel's games and the one from which, perhaps, we have our most valuable reactions. Our point of departure for the Knights is a soldier who, usually, all the children have seen, but if a soldier is not in their experience a policeman or fireman will do equally as well. He is a man in uniform who must be brave because his business is to protect people. We show them pictures of soldiers on foot and on horseback.

They must be brave because they have to take care of their country and all the people in it, they must be strong because sometimes they have to be cold and hungry and very tired. They have to be obedient and always do what the Captain orders, and they always do things at the right time. The children play that they are these strong, brave, obedient, punctual soldiers who love their flag, who always salute it and treat it with respect. Saluting the flag and singing some simple song about our country becomes a daily ceremony. The story of Washington is told in the simplest possible form but the children feel that because Washington tried to be the right kind of a boy he grew up to be a man who could help his country and people when they needed him. We then tell the story of soldiers who lived long ago and were called Knights. They were not only brave, strong, truthful but kind and helpful. We show pictures of Knights on horseback, their plumes and banners flying. They are beautiful figures to the child and appeal strongly to his imagination. The game is a little drama in three acts. In the first act the brave Knights mount their horses and ride away to find some strong, brave, truthful, obedient, helpful children because they know those children can be Knights when they are grown. The mothers hold out their good children for the Knights to see and the Knights sing,

" Oh, child, be always good and gay "

and gallop away gladly. In the second act the Knights gallop in with the inquiry " Any good children here to-day? " but the mothers are alone and sorrowfully they respond,

" Oh, good Knights, you will all be sad
To know that my child is selfish and bad
It grieves me much to say
He can't be seen to-day."

The Knights say,

"Only good children we care to know."

and ride away slowly and sorrowfully. In the third act the Knights come again with their usual inquiry. This time the child is repentant and good again. The Knights and mothers are happy and the Knights take the good children riding on their horses, but they must bring them back to the mothers who love them better than anyone else and will help them to grow up to be Knights.

Many are the interesting reactions from these games, a few of which only I have time to tell you. A Kindergartner writes:

Little Mike had been to a wedding and in telling me about it said, " Yesterday we had beer and whiskey and lots more stuff to drink but I drank only two beers." " You don't mean two glasses, do you Mike," I said. " No, not two glasses, and not two bottles, just two beers. Don't you know what two beers are? They are big schooners like you get in the saloon. That's what you call a beer and I just drank two." It took just five months to get Mike to drink water or milk instead of liquor.

John had been taking things from Kindergarten and for a month we had been trying to help him to break the habit. It was hard work for him but one day, several weeks after we had missed anything, he came into Kindergarten and said, " Miss Marian, I got something in my pocket that I took a long time ago." I looked at him and he said, " Nobody knowed I took this only me and I bringed it back so I could be a Knight." He then gave me a piece of chalk that he had taken and since that time has never taken anything that did not belong to him.

Another tells of a child who was cured of stealing. After playing the Knights about three weeks, she one day ran into the middle of the game circle, pulled some objects from her pockets and handed them to the Kindergartner with the remark, " I 'm not going to take things that don't belong to me any more," and she kept her word.

Another story is of a boy who struck a child in the Kindergarten, knocking her down. Two or three days after the Kindergartner told the story of the Knights. After it was over this boy remarked indignantly, "Why didn't you tell me about those Knights before. I wouldn't have knocked Mary down."

A mother tells us of her boy who teased and tormented the cat until she fled from him. One day he returned from Kindergarten and asked for a plate and some meat. "What are you going to do with it?" asked his mother. "Give it to the cat," said the child. "Oh, but you know the cat doesn't like you, she runs away from you." "I know," he said, "but I'm not going to treat her badly any more. I'm going to be like a Knight and Knights are kind to animals."

Another mother tells us of her little daughter who had to undergo quite a serious treatment at the hands of the dentist. She was making a heroic effort not to cry. She said to her mother, "I 'm not going to cry, I 'm going to be brave, Knights are brave."

These stories would seem to show conclusively that the children are getting ideals and using self-control to conform to them. The Knight and soldier boy games are the two which seem to appeal most lastingly to the imagination of the children. They are always chosen every day. The children who are promoted to the primary grades ask to play Knights. At recess we see them galloping their horses. The other day a little girl was seen at free-time walking around with her doll and singing, "Oh child be always good and gay." The boys playing Knights came and looked at it. The Knights game being somewhat complicated for the new children is never introduced until the second semester. A child who had been in Kindergarten the previous year said, "Do you know why I come to Kindergarten every day? Because some day you are going to play Knights."

The trade games follow the Knight games and the children visit a blacksmith, a carpenter, a wheelwright, etc. They notice how, through the skill of these workmen the hard iron becomes soft and malleable, the rough wood smooth, the curved straight, the long short, etc. The number of people each workman helps and who depend upon him is next considered until the children begin to feel that the workman who works hard to be skillful so that he makes things which everybody needs is also a hero and they begin to look forward to the day when they shall be taking their part in the world's work. One boy made himself drink milk which he didn't like because, he said, he wanted to be a blacksmith and he had to be strong to be a good one.

I can't resist two more Knight stories. John and Joe were talking together one day. "Joe, what are you going to be when you get big?" "I'm going to be a policeman," said Joe, "then I can knock down the fellows that get in a fight."

"Oh," said John, "why don't you be a street car man, Joe, like I am. See Joe, if you are a policeman you can only kill a fellow if he shoots at you, but if you are a street car man, Joe, you can run over and kill lots of people and run over the policeman too."

"All right," said Joe, "I'll be a street car man."

After playing the Knight game one day John said, "Miss Marian, I ain't going to be a street car man any more, I'm going to be a fireman, cause you keep people from getting dead."

"But John," I said, "you could be a street car man and still be a Knight, couldn't you?"

"Yes," he said, "but if you save people from getting burned up and don't charge them a nickel that's better than giving them a ride for a nickel, ain't it?"

It is a common experience among Kindergartners who play this type of Kindergarten games to see the children after school hours playing the Kindergarten games in the street. Their influence is carried back to the home and many a story has

come back to us of ideals of cleanliness, temperance and reverence which resulted from the effect upon the children of the Froebelian training.

A member of a school-board—a physician—told the other day of a whole family which had been regenerated as a result of sending the children to Kindergarten. The children of that age are much more susceptible to suggestions than older children and as they are in the process of acquiring habits it is quite as easy for them to acquire the right kind of habit as the wrong kind. Dr. William T. Harris, one time U. S. Commissioner of Education, said that every city should establish a system of Kindergartens especially in the slum regions because of its great moral influence. Our experience with children of the wealthy class who are left largely to the care and ideals of servants is that they need it quite as much.

I have taken as illustrations but two or three of the Mother-play games, but the collection as a whole seems to touch all universal and typical experiences and truly and in the highest way to adjust the child to his three relationships—to nature—to man—to God. The Kindergarten more than anything else is social training coupled with the development of the child as an individual through free expression of his powers. It seems a pity that the development of ideas begun with the very small child through the medium of this book should not be continued through the child's life. In a certain private school in Richmond, Virginia, the experiment was tried of continuing talks upon the Mother-play pictures through the grades. The teachers reported that it was astonishing how the children saw more and more meaning in the familiar old pictures as their minds developed and how they began through these talks to interpret the right relationships of individuals to others and to develop a sense of responsibility which is an invaluable foundation for citizenship.

Froebel intended the book as a study for all young women; he might well have said all future parents. In a noted educational journal there recently appeared an attack upon this book, the tenor of which seemed to be that the fact of its being nearly a hundred years old, and the pictures archaic, rendered it a subject of ridicule as a medium of education. I should like to ask the author whether the world has not been taught for centuries and will be taught for centuries more by such archaic literature as Shakespeare, Dante, Goethe, Homer, the Bible or by the great art of the Middle Ages. The pictures of the Mother-play are not great art except in their poetic conception but artists have pronounced them artistic for that reason. Their greatest fault is that they are small and the details are difficult to see, but until an artist arises with insight into their meaning who will translate them into better form, those of us who know by experience their inestimable value will continue to make them the basis for all our activities. It seems a pity that some Kindergartners have discarded them because modern psychology has discovered that the child is a little animal and must do animal things. Straightway they have forgotten that he is also a spiritual being.

Contrast these games with those played in the grade schools and let us ask ourselves whether they too are not losing a great opportunity. We must get a better content in stories, games, and dramatization of expression—a content which like that of the Mother-plays feeds the human sympathies and affections of the child, stirs his imagination, and inspires him to similar deeds.

"Above all we need teachers with a vision and a training which stir in them all that is highest and deepest. Science will not make saints but religion and love will," said Miss Parker. "It seems to me the great lack in education to-day is its failure to appeal to the imagination and to the heroic and ideal which is in every

normal human soul no matter what his inheritance and environment may be. We leave them untouched, and vague as to what they should be."

Begbie's "Twice-born Men" tells us of the regeneration of men and women hardened in crime and drunkenness through the inspiration of religion. Dante was spurred up the Purgatorial Mount and to the vision of the White Rose of Paradise by the ideal of Beatrice. St. Francis leaves his home and luxury to follow Him "who had not where to lay his head." And the little child overcomes and conquers in order that he may be a Knight.

DEVELOPING SELF-CONTROL IN CHILDREN

BY DR. J. G. BECHT
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Secretary Pennsylvania Board of Education

"Self reverence, self knowledge, self control;
These three alone lead life to sovereign power.
Yet not for power (power of herself would come uncalled for) but to live by law;
Acting the law we live by without fear.
Since Right is right to follow Right.
Were wisdom in the scorn of consequence."

Speaking thus through one of his characters, representing an age-old civilization, Tennyson voices our modern conception of the consciousness that right is the very basis of personal character.

To know one's limitations and to accept them; to hold in reverence the personality warmed by the spark of divinity within us; to be able to renounce and to sacrifice without becoming bitter or morose, is to attain the heights of personal power from which one may review the contending and factious oppositions that fret and fume among the lower elements of our natures. It is the law of life that "we rise on stepping-stones of our dead selves to higher things."

The experiences out of which personality grows are comparatively few and simple. We are born; we have hungers; we experience love, joy, suffering, these comprehend and make up the round of life. Shakespeare, the myriad-minded, wrote many dramas, comedies, and tragedies; he depicted every emotion of the human heart that comes between the "morning of laughter and the night of tears," and yet every one of us has passed through some phase of almost every scene described.

These elemental experiences are the common heritage of all; and while the elements of life are few and simple their infinite variety and unique relationship make living an exceedingly complex problem.

When we come to deal with children we find these same simple elements differing in each personality and because they differ the growth and development of each child is such an interesting and fascinating study.

The child comes into life with a potential capital. That capital is expressed in terms of motor activity on its physical side and in terms of curiosity and will on its mental side. What means this running, jumping, pounding, teasing of the child? Why, when it is told to sit still for just a moment does it wriggle and twist and squirm? Does it make these responses in opposition to the expressed will of the parent or teacher? No, a thousand times No. Barring exceptions, it reacts in this way, because it cannot help it. By nature its body is surcharged with a surplus of nervous energy. It must give expression to that energy, for by means of that expression its nervous and muscular system develops. Bind it up, restrain it; and the result will be arrested development and an impaired nervous and muscular system.

The development of self-control in children is one of the most important problems confronting the home and the school. Self-control has been declared to be the chief differentiation of man from animal; of the sane from the insane; and lies at the very basis of all virtues. Honesty, truthfulness, kindness, courtesy, temperance, are in the last analysis, matters of self-control. Perfect self-control means the ability to hold in check all anti-social tendencies. In training children our efforts too often lie in the direction of suppression and suppression only. By suppression we get an immediate response, and because there is this immediate suspension of an anti-social tendency, we imagine the training has been successful. To secure self-control in children, we need first of all to understand a few facts concerning the physical nature of the child and the significance of bodily growth. Spencer declared that "the first requisite of success is to be a good animal." What he meant is precisely this thing of having a nervous and muscular system trained to proper habits of reaction. A child can be trained to go to sleep at a certain time, just as its body is trained to take care of the process of walking. In many directions the body may be early trained to right habits, which will express themselves when the appropriate time comes. A man who has properly trained his nervous system does not concern himself about winding his watch; and one who has trained his hand to put things in their proper place does not waste time hunting for things that are mislaid. In these cases the nervous system is in control.

Children lose control when they are fatigued. Their higher nerve centres being affected they lose their balance. It is of the highest importance that at the moment when we wish to develop self-control in the child it should be physically fit. Many of our admonitions to children are ineffective because the conditions that make for right action are wanting.

Three things would seem to be essential in the development of self-control. First, we must furnish a motive for right action; second, make the conditions or the environment such that the motive will be stimulated; third, repeat the action until it becomes a habit.

Inhibition is closely related to self-control. King distinguishes between inhibition by negation and inhibition by substitution. In the former the idea to be inhibited and the inhibiting tendency, force, or thought, are both in the mind. This produces strain or tension. The adult having more experience and stronger reasoning power is able to overcome the resisting idea, but in children the resisting idea often swamps the inhibiting force. It is, therefore, best with young people to employ the method of inhibition by substitution.

Self-control should be taken to mean the restraint of the lower self. The higher and better life finds its truest expression in freedom from the lower instincts. Every individual has animal, sensual and anti-social instincts and tendencies. So long as we are held down to the animal instincts, we must give ourselves over to fighting these, and the result is we spend most of our time in dealing with the lower sense activities, when we ought to be in the higher activities of thought, feeling and action. It is not necessary to immolate or degrade the lower self. It is not necessary to exemplify our virtues by sacrificing our bodies, as did the old pillar saints and the Ascetics, but to confine our lower activities to their proper spheres. Selfhood demands sacrifice and renunciation but not annihilation. Sacrifice in this sense means inhibition of those anti-social and animal tendencies that tend to degrade, thus leaving the spirit free to engage in the vital things of life.

The first obvious step toward diminishing the difficulty of self-control is the formation of good habits. "The first step in the simple culture of children is to secrete the crust of custom."

The development of character ex-

pression in children, is too often thought of as being the result of negation, but summing up the negatives in personality will not produce character. Character is more than mere avoidance of evil. It is the positive expression of virtue that constitutes the highest type of character. It is more important, then, that we should hold a positive ideal before the child and surround him with the motives of action in the direction of that ideal.

By holding up for the admiration and aspiration of the youth the highest ideals of moral and physical excellence; by living with him in the presence of great personalities; touching his life with the struggles, sufferings and sacrifices of heroes and saints we may make of him one of those

"Who in spite of stares of the wise and world's derision
Dares to travel the star-blazed road; dares follow a vision.
It breaks as a hush on the soul in the wonder of Youth and
The lyrical dream of the boy is the kingly Truth.
The World is a vapor and only the vision is real; Yes,
Nothing can hold against Hell but the Winged Ideal."

Child-Welfare in Other Lands

NINTH SESSION

SUNDAY EVENING, APRIL 26TH

Eight O'clock

THE AFTERMATH OF THE BALKAN WAR FOR MOTHERS AND CHILDREN OF BULGARIA

MRS. ZORITZA D. FURNAJIEFF
of Sofia, Bulgaria
Official Representative of Government of Bulgaria

It is estimated that in the recent Balkan War about 456,000 men were sacrificed (by the five countries involved in the fight) who either died on the battle-field or returned to their homes crippled for life.

Being myself a Bulgarian, a member of the Red Cross and the Christian Herald Relief Committees, I have come in close touch with the sufferings of my people during and in consequence of the war, and cannot but plead the cause of the thousands, whose life is blighted, whose hopes and joys are crushed by this war.

Bulgaria is a small nation of about 5,000,000 (five million) people, out of which 44,892 lost their lives in the war; 7744 are recorded as missing, and whether the hope and waiting by their loved ones will ever be satisfied is a doubtful question.

Over 10,000 are crippled for life. Is it possible to estimate the value of the loss of these lives and the tragedy that it brings to the bereaved, the suffering of the lonely families?

In addition to these there are in Bulgaria about 200,000 Macedonian refugees, who have come to be sheltered, fed and provided with work for the future. During this past severe winter they have greatly suffered from the cold, for many of them had fled from their homes with just what they had on their backs. Some of them were sent among friends, but the crowds were roomed in the large school building, and having brought nothing for bedding many had to lie down nights on the bare floor suffering from the cold.

They depended for their daily bread on the Bulgarian Government, which already had on its hands for months the needy families of the soldiers, besides the care to feed the nearly 90,000 Turkish prisoners for about eleven months.

Indeed the Bulgarian Government and people have done all possible in their hands to keep these large numbers of needy people from starvation, but with it all there has been and will be a great deal of suffering.

Many families have lived for months on bread alone. I shall never forget the pale faces, the mothers' pleading eyes that told stories of self-denial and sacrifice for the sake of the children.

A woman who had a family of nine children used to come to my house for relief, which was given them in flour (bought by the money sent by the *Christian Herald*). She would not dare step over the threshold until she was assured that there was some more flour to be given her.

Then she would sigh in relief and sitting down she would tell me about the sleepless nights on account of her anxieties about the children as soon as the flour in the bag grew less and less. War affects the physical, mental and the spiritual welfare of the people, especially the mothers and the children.

Let me give you an instance. One morning a beautiful, young, healthy looking peasant woman came to my home with two little children, one three

years of age and the baby about a year old. The baby was in her arms, pale, sickly, and the mother's eyes showed anxiety and suffering.

This was her story. She had received the official news that her good husband was killed in Chatalja (the last Turkish fortification). Her husband's father, a very old man, was living with her. She had to care for him and two small children, yet all food had been finished and she could find no one to give her work, for she could not do much with the little ones in her hands. She said, "What can I do? I have bewailed my life, how am I ever to be able to support this family when my hands are so tied up by the little ones?"

I asked her to go to the hospital and have the baby examined by the doctor, leaving it in the hospital till it was well. Coming back, she looked even more exhausted. The hospital was crowded, said the doctor; the baby needed good milk, for, although she was nursing the child, on account of her great sorrow her milk acted as poison to the child.

She had no money to buy milk—no way to help her child! When I offered her the ticket entitling her to 20 kilos of flour and gave her 5 francs ($1.00) (all *Christian Herald* money) to buy milk for her baby, I wish you could have seen the joy in her eyes, the joy of hope! She could not find words to express her gratitude to the wonderfully kind Christian people in America for sending help for such as her.

But there are to-day in Bulgaria thousands of widows and about 78,000 fatherless and orphaned children, needing food, clothing, shelter and education.

This is our greatest burden, for these children are the nation's true, living capital. Reserving them we save the nation, for these are they who are to be the future leaders in Bulgaria. They are to take the place of their brave fathers. What kind of men and women they are to be depends on the physical, mental and spiritual care we can give them now.

Our financial means are exhausted and the appalling problem which faces us we feel we cannot solve alone.

We appeal to Christian America that she help us start the work for the children in the following ways:

1. The fatherless we desire to be cared for and kept in their own homes. This could be done if work is provided for the widowed mothers. The Bulgarian woman is never afraid of work. This she proved during the time of war. The peasant women gathered in two harvests and plowed and sowed the fields last spring, which saved the country from great famine; while, on the other hand, the city women and girls rose up to the occasion in meeting the needs in the cities. In the hospitals, as they worked as nurses, others were sewing, day and night, clothing for the wounded; others were distributing relief among the poor, doing all they could to alleviate the pain and burden of the people. If for these two years the widows are supplied with sufficient capital to buy cotton to weave the Bulgarian cloth, or knit the Bulgarian lace, this would support their families. The village widows need seed and implements for their work on the fields, as most of the horses, oxen and wagons were taken away in the war.

2. The orphaned children we long to shelter in small orphanages—taking in not more than 20 to 30 children in one orphanage so as to give them the home atmosphere.

The rent for the buildings, the pay for the matron, the expenses for the clothing, food and education of one child for a year—all these will amount to $100 a year for the support of one child.

The *Christian Herald* Relief Committee has already used some of the money in helping such a small orphanage in Samoker, where about 35 children are being cared for. The money raised in answer to my appeals is to be used in opening in a few weeks a similar orphanage in Sofia, the capital of Bulgaria.

Our prayer is that God may inspire some of the wealthy American moth-

ers to open several orphanages, in Bulgaria, so as to help us shelter as many little orphans as possible. What an opportunity to be co-workers with God, who is the Father of the fatherless.

Our noble Queen Eleanora has the supervision of nearly all the benevolent work in Bulgaria and has already under her charge hospitals and orphanages. Her coming to this country will surely be of great blessing to Bulgaria, for Her Majesty desires to acquaint herself with the best methods used in the American hospitals and in the settlements, and then be able to put all such institutions in our country on a good foundation.

THE WOMEN AND CHILDREN OF CHINA

(The main outline of an informal talk given before the Third International Child-Welfare Congress on April, 26, 1914, on Sunday evening)

In China women and children are a topic inseparable; women and character-building, women and home-making, women and education, women and social virtues, are one and the same thing. This statement indicates at once that the sphere of the Chinese women is home and the bringing up of children is their main duty in life.

The position of women in China is higher than that in any other Oriental country, also higher than that in the western world before renaissance, before the introduction of modern civilization, for two reasons.

(1) We *assign to woman her sphere, the home,* and to man his sphere, the State. *Home* means to us not only the *cradle of the race,* but also the *school of character-building;* in the old days, it was also the educational institution for all learning and sciences. Home is also *our social world,* our *philanthropic institution.* In short, everything that concerns physical well-being, character-building, social life and philanthropic undertaking lies within the sphere of women, and the centre of it all is the home.

(2) The public recognizes the woman's sphere; as a consequence, we treat women—

(*a*) *Neither as angels, nor as slaves,* but *equals of men,* though in unlike spheres. (This alone justifies my statement in the very beginning in regard to the position of women in China compared with that in any other Oriental country and in the western world before renaissance.)

(*b*) And *we reward women publicly* for their service to mankind by the *erection of public gateways, arches, buildings,* etc., and by the *publication of biographies, stories about the noble lives among women.* We have more literature of this sort than in any other language. It is more widely read by the people than the similar kind of literature is read in any other country.

We are now naturally led to inquire why the Chinese women have such a dignified position in the nation and how they maintain it. There are two answers:

(1) The *education and training of a Chinese girl* in the old days (about ten or fifteen years ago) *qualified her to be a competent wife and mother* as well as a good home-maker. Her *chief work in girlhood was to learn the arts and practices pertaining to home-making and domestic economy.* Instruction in reading and writing was given for the purpose of supplying her a moral basis for wifehood and motherhood and for enabling her to correspond with her relatives when they were away from home. Any success in art, literature and music was considered merely as an accomplishment, not a necessary equipment for wifehood and motherhood. The keynote of her girlhood training was to be sweet, modest and charming, but strong and powerful in influence and in shaping the life of others. (She was not only responsible for the moral welfare of the children she was to have in the future, but also for her husband-to-be)

(2) *The career of a Chinese woman* in the old days, *first as a subordinate, then a superior, made her an experienced woman in living happily with others and dealing successfully with persons and family affairs.*

(*a*) *Girlhood:* Preparatory work for wifehood and motherhood. (See above.)

(*b*) *Wifehood and motherhood:* Playing the part of a subordinate under the rule of her mother-in-law and adjusting herself to the company of a group of women, equal in her rank, *e.g.,* the sisters-in-law. (This *latter task developed in her self-restraint, tact* and *good judgment,* in short, it developed in her a community conscience and a public virtue to live happily and get along well with her equals.

(*c*) *The mistress of the house, the chief authority of the family,* even in regard to financial questions and the moral standard of the family, the *supreme ruler of the home* over her sons, daughters, daughters-in-law, grandchildren and all the maids and servants (sometimes even over her husband if he fell into her sphere, that is, if he retired from public life for old age. He was like the husband prince to a queen of England in family matters, very much respected, to be sure, but almost powerless in many respects).

The education and training of a Chinese woman in the past (which is only ten or fifteen years ago), and her life-career, show the methods and means by which the dignified position of the Chinese women has been maintained in the nation. The woman's sphere is home, and here the children of the nation are being brought up. We next come to

The education and training of children in China. China is an old nation, roughly speaking, with an existence over 5000 years old, naturally, *she cannot live in vain.* If child-nurture begins early in a civilized country, as it usually does, if the women are trained mothers, though perhaps not in the modern scientific way, if the main duty in life imposed by the nation upon her women is to bring up children, then *China, in the matter of training and educating children, is not very far behind the rest of the world.* Indeed, she has much to learn from the western nations in regard to the scientific management of the home and the material conveniences of a modern city; but these are not all that constitute a healthy national life. Science alone cannot set up the moral standard of the race, it needs the co-operation of something else; nor can material improvements take the place of the good ideas and practices pertaining to the well-being of children. So from the very beginning we must admit that *aside from scientific knowledge and material progress, China has much in common with the other nations, especially in reference to the training and education of children.* Always *remember that she is an old nation,* over 5000 years old; *she cannot live in vain.* I have only time to speak of the ways that are more or less peculiar to us; that which I am not to mention means to be identical with the western world.

"Education begins in the womb." The Chinese unconsciously believe in the theories of heredity and eugenics.

The attitude toward a pregnant woman among the Chinese is *good.* She is much loved and honored; more so than usual, because Confucius said, "The greatest of all sins against one's parents is for one to die without leaving an heir (a child of his own) to continue his life."

The food for babies is human milk, either their own mother's or hired nurses'; in the latter case a great deal of care is taken in the choice of a woman of strong physique and good disposition.

Some differences in the Chinese and American methods of training children.

(1) Our *children are with the grown-up people on all occasions* after they are four or five years of age. They learn social manners and domestic work by associating with the elders

in the eyes of the public. (This explains one reason why our children are usually obedient and rather quiet.)

(2) *Our mothers live where it is best for the development of their children. The wife does not go where the husband goes.* She is considered a more indispensable companion to her children than to her husband. (The mother's fame in China is closely knit with that of the son or daughter; for instance, if there were a monument for Washington in China, surely there would have been something for the mother of Washington also.)

(3) We have not yet given the children financial training, but we *teach them the right attitude toward money.* A man is to die for his country; if necessary, he is to serve all those under the heaven. A woman is to marry, not for pleasure, but for duty. *Money is a secondary thing in life,* both for a man and a woman. Thrift is a virtue, not a necessity, demanded even of the richest people. The leading classes in society and in the nation-at-large are not the wealthy, but always the cultured families.

Bad points of our old training which one still finds in many a family:

(1) No manual training for boys. No physical training for girls.

(2) Too much restraint, too much formality, resulting in imitative or conventional type of character.

(3) No larger experience with the world, no larger view of life as the children of to-day who go to school have.

Schools for Children

We have not yet established a good system of public schools, but we have many elementary schools in almost every city or town, private or government. There is no deaf, dumb or blind school yet, nor is there any school for abnormal children. However, there are Boy Scouts, physical training schools for girls. There always have been orphanages and infant asylums.

We have no teachers' associations yet, but there is an educational association in every province, a national organization, teachers, parents, educators, men and women all can join. In the Parliament at Peking, just dismissed a few months ago, there were eight representatives chosen and sent by the National Educational Association and paid by the government. A big national educational convention was held two years ago at Peking under the auspices of the Ministry of Education in conjunction with the National Educational Association.

What we need most to-day in regard to child-nurture are:

(1) *Scientific knowledge.*

(2) *Municipal improvements,* such as water, sewage system, etc.

(3) Legislative measures are easy to obtain in China, because we have exalted motherhood for thousands of years and we consider Child-Welfare as the most important of all educational works.

China is *earnest in the betterment of the race.* To us *international motherhood* between China and America *means the union of hearts of the two nations through the mothers.* If a fund of $2000 is raised for Mrs. Schoff to come to China in 1915, we will supply the rest, we shall call a national gathering to welcome her, and may begin to organize a Mothers' Congress in China.

CHILDREN AND MOTHERS OF JAPAN

BY MRS R. P. ALEXANDER
of Tokio, Japan
Official Delegate from National Mothers' Council

Mrs. R. P. Alexander, of Tokio, Japan, official delegate from the National Japanese Mothers' Council, described home life and the studies of women and children in Japan. She said in part:

"The mother heart is the same the world over. A Japanese woman looks

forward with as much pleasure to the time when she can hold her own baby in her arms as do women here in America. In some countries in Asia there is keen disappointment when a baby girl is born, but not so in Japan. Since the boy is the heir and will bear the family name, they naturally prefer that the first-born should be a boy, but a baby girl is always given a glad welcome. Notice of the happy event is immediately sent to all relatives and intimate friends, who usually before the seventh day come to see the baby, bringing with them cloth for dresses, toys, etc.

"From infancy a boy is always dressed in sober colors such as blue, gray or brown, and the pattern is usually of a simple small design. A little girl, however, must always have red in her dresses, which must be of large bright pattern, the smaller the child the larger being the pattern. Thus it is necessary to know something about the child before sending a present. Each present must be accompanied by either fish or eggs to insure good luck. It is said that when the first American baby was born in one of the interior cities of Japan, she was presented with a total of 456 eggs.

"An old superstition associates ill-luck with twins, and so the custom has grown up that when twins are born, one of them is usually given to a friend of the family to be cared for. Not knowing of this custom, and rejoicing over the advent of twins in my own family, I was surprised when a visiting friend expressed her sympathy with me because I was in a strange country where I could have no opportunity to give one away.

"A Japanese child is rarely punished and never whipped, but the strong influence of the home training makes the average child obedient and self-controlled at a comparatively early age. He is taught to conceal his grief with the thought that if he does not he will give pain to others. Loyalty to Emperor and country, filial obedience to parents, respect for superiors, courteous consideration and politeness toward all, are the lessons that are taught in all Japanese homes.

"The idea of deference to superiors is carried out not only in the daily life of the people but in their language as well. Just when and where to use the honorific forms of speech is the bugbear of the student of the Japanese language. Even one who knows the language well is sometimes guilty of using the impolite forms in regard to others and the polite forms in regard to himself. Up to her seventeenth or eighteenth year a Japanese girl enjoys a simple, happy life. She is loved by her whole family, and by her gentle, unassuming ways, endears herself to all about her. But now comes the time when her family begins to look about for a suitable husband for her, and she worries lest she may have to live with her husband's mother. If there is a mother-in-law in the house the girl knows that she must give her implicit obedience in the smallest details of her everyday life. Before the new laws in regard to divorce were made a wife was often sent back to her father's home merely for the reason that she did not please her husband's mother. Formerly there was one divorce for every three marriages, but under the new laws there is only one to every seven marriages. In case of divorce the children are always given to the father, no matter what kind of a man he may be.

"In spite of the marriage customs there are many happy homes in Japan, for the wife as a rule enters her husband's home with the expectation of yielding in all things to the mother-in-law. She also expects to be the servant of all. Her husband often loves and respects her, and among our Christian men there are many who are just as considerate of their wives as are husbands in America. This is especially true of those men who have been in America and who have been fortunate enough to come into close contact with those living in ideal homes."

WORK IN GERMANY SIMILAR TO THE HOME EDUCATION MOVEMENT IN AMERICA

BY FRAU MARTA BACH
of Frankford-on-the-Main

1. Parents conversation hours in boys' and girls' schools:

Every father and every mother has a right to take part in the days set aside for the conversation hours in order to talk over with the teachers the work of their children. Thereby there is made a co-operation between home and school which can be of very beneficial effect.

2. The parents' evenings in the public kindergartens or similar institutions:

The parents are invited at least once every six or eight weeks to a meeting of the children attending all of these kindergartens. The children's playroom is usually cleaned for that and has been decorated with pretty little vases of flowers on the table. Usually the Director of the Public Kindergarten gives a short lecture to the parents of her children on educational questions in simple language; *e.g.*, lying on the part of children, obedience, eating and sleeping, what shall I give my child Christmas. Then follows a discussion with the parents on the questions that have been brought up. Usually the evening is closed by a few joyous songs.

A number of the parents' evenings are utilized for practical instruction to mothers as follows: to exhibit simple toys to the children, to dress dolls, to make ornaments for the Christmas tree. Before Christmas there is usually an exhibition of books in which good cheap books are exhibited and recommended to the parents.

3. Visiting directors of the school kindergarten:

The kindergartner from time to time visits the parents of the children intrusted to her at their homes. In this way such educational questions are discussed as concern the children of these parents.

4. Mother and infant care are the topics that are most closely related to the efforts of home education: We have this mothercraft work all through Germany; the best known of the work is in the Grand Duchy of Hesse. I will attempt to describe it in the following statement. The regulations for the work proceed from a Central Bureau, the name of which is given below. From this Central Bureau there are sent out:

(1) District nurses trained in infant care who have also had considerable sociological training (training for kindergartens and child-welfare workers is especially good preparation for this vocation). These district nurses are authorized to make home visits in the cities and in the country everywhere where a child is born, whose parents need the indispensable advice and care; especially is their help authorized in the case of mothers and infants. The nurse gives the mother explanations about nursing the child, nourishment, and clothing it. These explanations are given by means of printed circulars.

Nine Golden Rules for Mothers.
Cook Book for Nursing Mothers.
Advice for Food and Care of Babies.

The district nurse is not only interested on her regular visit in the mother and baby but also in the dwellings. The duties of the household during the illness of the mother. The physical and mental equipment of the larger children. She gives assistance in many instances of comprehensive amount. This assistance shows in many cases; *e.g.*, the nurse makes known bad living conditions to the inspector of dwellings, then a physician gives further help; if she finds people suffering from tuberculosis she is also able to direct them to the

proper Central Bureau. Whatever symptoms point to the illness of the baby the nurse is able to diagnose immediately.

(2) The welfare physician. The welfare physician immediately visits the mother whose case has been reported and arranges everything else. This physician is also a director of the so-called Advice Bureau. As soon as the mother is able to go out with her child she brings the child, even if it is perfectly well, to the Bureau of Advice, where it is weighed and registered by the physician. Rachitis or crippled limbs are early recognized in these regular visits to the welfare office so that they frequently attain development. Salt baths, food preparations and milk are furnished free of charge to the mothers who need them. Money aid is almost never given by this office, because it is much safer to secure the use of the direct materials, if money is not paid.

The desire of those persons who are interested in welfare work for the child of three to six years is that these free clinics directed by the physicians may also be applied to the child of this later age, that is, three to six. The prospect is that this wish, at least for some districts, is about to be fulfilled. Furthermore, so-called itinerant courses have been established by the so-called zentralstelle. An itinerant teacher has travelled through the country covered by the Central Bureau in this vicinity here, and has been giving lectures with practical demonstrations by means of material carried with them. Every twelve days the following topics are discussed (every day a double lecture every two hours, morning and afternoon):

Domestic hygiene and care of baby.
Special care of the new-born child.
Natural feeding.
Artificial nourishment.
Nourishment up to the second year.
Development and recognition of the symptoms of disease.
Education.
Play of the child.

The attendance of mothers and older sisters of young children was very good in many of the districts. I don't know whether my description will furnish what is desired. So far as my knowledge goes there is nothing else in Germany similar to the efforts of the Home Education.

The State and Child-Welfare

TENTH SESSION

MONDAY MORNING, APRIL 27TH

9 to 10:30 A.M.

REPORT OF THE PLAYGROUND DEPARTMENT

EMMA LIEB DOWNING, CHAIRMAN

To the National Congress of Mothers:

The features of the playground work during the past year have been a marked increase in activity throughout the United States, and a general recognition that the playground work must be greatly broadened and increased. It must rank in importance with the schools.

In three hundred and forty-two cities there are being maintained two thousand four hundred and two supervised playgrounds and recreation centres. This is an increase of seventy cities over the previous year. The total expenditure for maintenance for the year 1913 was nearly six millions of dollars. The workers number approximately sixty-three hundred, an increase of nearly twenty per cent. Playground work has been active in six hundred and forty-two cities. In seventy-nine, school houses are being used as recreation centres. In eighty-three play leaders are employed throughout the year.

Indications point to a very rapid extension of supervised recreation for the coming year. Nearly every city of any consequence has already made a start, but the great improvement will be in broadening the work in those cities already having playgrounds. Not a single city has ever intentionally gone backward. The tendency of all is toward the accomplishment of many of the big things which the Mothers' Congress is striving to bring about.

Instead of seeking, as originally, the opening of a few vacant places in the slum districts for the use of poor children, the playground movement, now more properly known as recreation work, has in its broad sense become a force intended to better the moral, social and physical conditions of the people, especially the mothers and children. This is exactly the creed of the Mothers' Congress.

The Mothers' Congress has the advantage of being composed of those best qualified to carry on this work, namely, the mothers of the nation. Why should not the mothers in every city take the lead in all recreation work, either directly or indirectly, and not only control the expenditure of the six millions of dollars now annually appropriated from public sources, but as well, by their efforts, cause that sum to be increased many times? We have the wonderful enthusiasm and the instinctive capability of the mother to properly carry on such work, but lack the use of public money, which has been so generously voted to the leaders of the playground movement. Combine these two forces, and recreation work, which may be made to include nearly everything the Mothers' Congress stands for, will become the source of greater good than any other branch of government.

The great majority of circles have a struggle to obtain the money for absolute necessities, and there is not a circle but that is handicapped for lack of money. If officers of each circle should endeavor to increase membership so as to make their organization a commanding force in their community, then would it not be comparatively easy to push recreation work to the front and obtain constantly increasing appropriations from municipal and school authorities; and with the Mothers' Congress the leader,

would it not naturally follow that such public money would be spent in ways calculated to accomplish the very objects of good that the Congress, without money, is seeking to bring about? Why should the mothers of a city beg money to pay the salary of a teacher of social ethics in public schools when the school authorities have at their command a million dollars or so each year to be spent on school children? Why should mothers be compelled to raise by their own efforts the money for a place for children to play when the municipality has millions of dollars to spend each year for the best good of the community? Why should not it be made the business of each city to set aside each year ample funds to provide for the betterment of the mother and her child? Why should not all work done each year, not only by the Mothers' Congress, but as well by all other women's organizations which have to do with the social betterment of a community, be financed by taxation? When women such as compose the Mothers' Congress are willing to devote time and energy freely and without stint towards the public good, why should nine-tenths of their energy be consumed in raising each year trifling sums of money with which to carry on their work, when the very purpose of government is to compel every one to contribute equally in accordance with their means towards the very objects of social improvement which the Mothers' Congress stands for? Or why should the mothers depend on private contributions for the support of work which is essentially public?

The Mothers' Congress, by its very name and the personnel of its membership, commands respect in any community. It ought to command greater power than any other organization. It has a right to demand that public money be spent for the accomplishment of its purposes. If it has not made efforts or been successful in this direction it has been its own fault. The success of playground work along the narrow lines first pursued ought to prove convincing that if the Mothers' Circle in each city puts its energy back of recreation work and demands that its scope be broadened to include everything for the good of the mother and her child, then not only will there be money in sufficiency, but there will be a record of accomplishment for the Mothers' Congress not now even dreamed of.

In this same connection, the same effort should be made with the school authorities. By the term "education" has been meant the "three R's," readin', 'ritin' and 'rithmetic," with a dash of the "ologys"; but a child gets much more of body, soul and mind development out of his play than out of his study. Yet the child has been carefully and monotonously surfeited with book study, and until very recently his play has been entirely unguided, and not even now do school authorities give any sort of adequate attention to the health, morals and character of the child. What a change it would be if the principles of the Congress controlled the policy of our Boards of Education!

This does not mean entering into politics, but just the opposite. The Mothers' Congress can accomplish more outside of politics.

It does mean leadership,—leadership of the mothers in the work for the nation they are best qualified to perform, and with such leadership, the benefits of recreation work can be increased many fold, and thereby human efficiency in the next generation will be wonderfully improved and a very large share of the efforts of the Congress brought to successful accomplishment.

The Playground Department desires most strongly to recommend to each circle that efforts be made in each community to combine the ability and enthusiasm of the mothers with a proper share of the money in the public treasury.

BEARING OF THE DEPARTMENT OF AGRICULTURE ON THE HOME AND CHILD-WELFARE

Abstract of Address by DR. BEVERLY T. GALLOWAY
Assistant Secretary of Agriculture

It will be my endeavor to present to you, in an informal way, some features of the work of the U. S. Department of Agriculture with special reference to its bearing on the home and on the parenthood and childhood of the nation. On the chance that some of you may not be fully cognizant of the wide scope of the Department's activities, I will ask your patience for a brief review of the field as a whole before I take up its more specific applications.

The idea of the Department of Agriculture dates back to Washington, who favored the establishment of a Board of Agriculture. Little was done, however, beyond encouraging consuls and naval officers abroad to send home seeds and cuttings of new crops and aid in the introduction of new breeds of domestic animals. These were sent to the Commissioner of Patents, and in 1836 the quantity of imported material became so great that the Commissioner had to ask Congress, as a personal matter, to lend the use of their franks for its distribution to farmers.

This Commissioner finally, in 1839, secured an appropriation of $1000 for the purpose of collecting and distributing seeds, prosecuting agricultural investigations, and procuring agricultural statistics. This work was conducted under the Patent Office.

The organization of an independent department was effected by the law of May 15, 1862, and the Honorable Isaac Newton, who was Chief of the Section of Agriculture in the Patent Office, was made the first Commissioner. His first step was the taking over of the propagating garden already established by the Patent Office at Sixth Street and Missouri Avenue, Southwest, in Washington, and the inauguration of an experimental farm of 40 acres at Twelfth and B Streets, Southwest. This Department grew gradually, undertaking first a form of weather service, and giving special attention to the sugar-beet industry, extending its field to the investigation of animal diseases, microscopy, agricultural chemistry, and the introduction of new crops.

The great step forward came in 1886, along with the Hatch bill, for the establishment of State Experiment stations and the encouragement of agricultural colleges. The office of Experiment Stations was established after the passage of this act. Finally, in 1889, the Department was raised to the first rank in the Executive branch of the Government, and the head of the Department was made a member of the Cabinet.

From this period onward the Department progressed by leaps and bounds, until to-day it employs in the neighborhood of 14,000 people and expends nearly $24,000,000 for the promotion of agriculture, and in the regulatory work assigned to it by various acts. To-day it consists of eleven large bureaus and several co-ordinate offices or branches. These include the Bureau of Plant Industry, charged with the improvement of yields, overcoming of plant diseases, and the introduction of new crops; the Bureau of Animal Industry, which exercises similar functions in regard to domestic animals, and also is charged with regulatory work under the Meat Inspection and Animal Quarantine acts; the Bureau of Chemistry which has a dual function of investigation and discovery, of agricultural chemistry, and instruction work and development of American food industries; and, finally, regulatory work in the administration of the Food and Drugs Act, the Net Weight Amendment, and other statutes designed to protect the public from fraud or dangerous adulteration in the foods shipped into interstate commerce. The Weather Bureau, also, has grown largely; and the Forest Service has be-

come a specializing function charged with the protection of American forests and directing the administration and improvement of the national forests. Other bureaus are the Bureau of Entomology, charged with the suppression of insect pests; the Biological Survey, which has to do with non-domestic animals and the protection of birds; the Bureau of Soils, which specializes on discoveries in the nature and improvement of agricultural lands; the newly-constituted Office of Markets, which is conducting investigations into ways and means of saving unnecessary loss or increase in price of foods between the producer and the consumer. The Office of Experiment Stations continues its work of securing co-operation between State Colleges and the Federal Department, and has widely extended its service to include investigations into the drainage of swamp lands, and to the conduct of widespread agricultural propaganda.

The work of the Department might roughly be divided into two classes:

(*a*) Research and the constructive application of research.

(*b*) Regulatory work in the enforcement of the various acts relating to meat and other foods; animal and plant quarantine laws; forest protective measures, etc.

It will be of interest to you to know that about three-fifths of the total funds of the Department, or approximately $15,000,000, are appropriated for work of a regulatory nature, or only indirectly affecting actual agriculture.

The research work touches many fields. It may consist of experimental work in breeding cold or disease resistant or other special grains or forage crops; the discovery of the causes for crop failures and the devising of remedies for diseases; or it may concern itself with the discovery of better methods of raising crops and plants and breeding and raising domestic animals, improvements in methods of handling milk and making butter, or better systems of packing and shipping products, so that they will not be spoiled in transit but will reach the markets of the great cities in first-rate condition.

The regulatory work, on the other hand, largely consists in preventing some one from doing something that will be hurtful to the health of the people or constitute an economic fraud. The research service touches this field in enabling the experts to find means of discovering adulterations, frauds or cheats, and also performs an important instructive work by discovering ways and means whereby the manufacturer may make a pure food as cheaply as he has been making one prepared under insanitary conditions or by the use of dangerous preservatives, for the Department, in the administration of these regulatory acts, holds that it has not rendered complete service to the people if it stops merely with securing the punishment in the courts of a few malefactors. It must have as great an interest in increasing the supply of pure and cheap food as it has in deterring certain types of unscrupulous manufacturers from foisting a dangerous or misrepresented article of diet on the housewife. In its administration of the regulatory acts, while the Department fully discharges its duty of lessening economic fraud or monetary cheats, it is especially interested in the carrying out of these phases of the Federal laws designed to safeguard the lives and health of the people.

Of this health protective work, the Meat Inspection system is a fair example. The aim of meat inspection is to prevent the shipment in interstate commerce of the flesh of any animal in such condition or so diseased as to be unfit or dangerous for human food, and to prevent the use and selling for food of any diseased organs of a meat animal, or of any meat that has been slaughtered and prepared in an insanitary way. The Government accomplishes this by establishing rigid Federal inspection in every slaughtering and packing establishment that does an interstate business in meat or meat food products. This inspection begins with the live animal. The first step is

to exclude from slaughter any animals showing outward signs of disease. This inspection is continued at every stage of the slaughtering process, and involves careful examination of the viscera and flesh of the carcass. Any animal or portion of an animal found unfit for food because of disease or other conditions at any stage of the slaughtering process is at once condemned and, under Government control, put into a denaturing tank to be turned into fertilizing material. Finally, all meat that has been found fit for human consumption is stamped "U. S. Inspected and Passed," and only meat bearing this certificate of actual Federal inspection can enter interstate commerce.

You must remember, however, that Federal power over meat or any other product is strictly limited to goods entering into interstate commerce. The Federal Government has no authority whatever over meat slaughtered and sold wholly within State lines, nor over other foods prepared and sold in a single State. The local slaughter house, the local bakery, the local dairy, are wholly under the control of State or municipal authorities and are subject only to the State Food and Drug laws. Federal inspectors have no right of entry, condemnation or seizure over intra-state foods. This means simply that the foods locally prepared and locally sold within a State are regulated wholly by State or local officials, and that their excellence will be in proportion to the effectiveness of their State laws and the ability and energy of State officials; and, finally, to the adequacy of State appropriations for the carrying out of regulations, conduct of inspections, and enforcement of existing laws.

There is, therefore, necessarily a weakness in our present food system in some States. There is also serious lack of uniformity in the laws of neighboring States. Certainly it is an anomalous condition for the Federal Government to impose a certain standard in one packing establishment so far as its interstate meat is concerned, while across the street there may be a local abattoir doing a wholly local business, which is permitted by State conditions to prepare and sell meat which would be very probably condemned and sent to the fertilizing tank by the Federal inspectors.

In the administration of the Food and Drugs Act, commonly known as the "Pure Food Law," including the various amendments having to do with proprietary medicines and with the statement of net contents on food packages, the Federal authority extends only to food products shipped into interstate commerce. The Federal Department has absolutely no control over the maker of catsup or preserves who manufactures and sells his goods wholly within the State. This limitation clearly defines the methods of procedure under the Food and Drugs Act. The Department's method is to keep a number of inspectors actively engaged at the important interstate shipping points. These inspectors are constantly taking samples of various products, and these samples are examined and analyzed by the branch laboratories or the central Washington laboratories. When the examination or analysis shows that the goods were adulterated or failed to tell on their labels of the presence of preservatives or other materials which must be noted, or are so labelled as to mislead the buyer as to the nature of the contents, a legal case is made out, and the Department of Justice through its U. S. District Attorneys, effects a seizure of the goods and later brings an action for their condemnation or a prosecution against their makers.

It can be seen that the Meat Inspection Act and the so-called "Pure Food Law" necessarily are administered in a very different way. Under the meat inspection act there is an actual inspection by a Federal officer of each piece of meat branded as "U. S. Inspected and Passed." This is possible because, in 1913, there were only 910 meat packing establishments preparing meat for interstate commerce. These were centralized in 251 cities. It was,

therefore, possible to maintain Federal inspectors throughout the slaughtering and packing processes at these establishments. These inspectors passed on 378,000,000 meat animals during the past seven years (1907–1913), condemned 1,000,000 carcasses and 4,750,000 parts of carcasses, and on reinspection, largely of processed foods, condemned 160,000,000 pounds. For this a force of 2346 veterinary inspectors and assistants was required. It would be financially and physically impossible to exercise the same sort of inspection over the many thousands of factories manufacturing canned goods, preserves and other package foods. The people, however, do not understand this and take the legend "Guaranteed by (name of guarantor) under the Food and Drugs Act" to mean that the Federal Government had inspected the ingredients and process of manufacture of these foods, just as they had inspected the meat that had been passed. The guaranty legend simply means that the manufacturer guarantees the retail or other dealer in his goods against responsibility or prosecution should those goods be found to be contrary to the Federal law. Largely for these reasons, the use of the guaranty legend on foods and drugs will be discontinued after May 1, 1916.

The food and drugs work is accomplishing three major things: first, it is protecting the people against dirty foods, or foods prepared with the use of illegitimate substances; secondly, it is encouraging the manufacturer to prepare a standard article; third, it is relieving the maker of a pure food from the unfair competition of the man who uses cheapeners, or substitutes for clean and careful preparation materials that will conceal inferiority or damage. In addition, the Bureau of Chemistry, which is charged with the administration of the Food and Drugs Act, is doing its utmost to find ways and means of saving unnecessary loss of food and of utilizing by-products in the manufacture of foods. For in the end the consumer pays for the losses and wastes of raw material.

A concrete example of this constructive work is shown in the poultry industry. The value of our poultry industry is in the neighborhood of $750,000,000 a year. This means that chickens and eggs worth $750,000,000, started in prime food condition to the consumer. Somewhere between the farm and the consumer, through improper dressing of poultry, improper chilling, refrigeration or packing, careless handling and keeping of eggs, 10 per cent., or $75,000,000, was spoiled or damaged, and instead of coming on our tables goes largely to the dump heaps of our great cities.

The Bureau of Chemistry, therefore, through one of its laboratories, has busied itself with finding the causes of egg spoilage and breakage and the causes of deterioration and spoiling of dressed poultry. These experiments involve the shipping of large quantities of these foods all over the country, and careful examination of their condition at all stages of progress from farm to market. As a result, there has been made accessible to handlers of these foods simple, complete directions for dressing poultry, packing, chilling and shipping it; and for the handling of eggs so as to insure the minimum loss.

Similar work is to be undertaken in the conservation of our fish supply, with the idea of devising better methods of getting fish, which costs the land nothing, from our seaboard to inland consumers as protein food and a substitute for some of our meat diet. The salmon shippers of the Pacific Coast have received important help, and this work is to be extended to the aid of the fish-shipping centres on the Atlantic and the Gulf. As a side line of this work may be cited the fact that one of the fish food specialists is now working with the Maine sardine canners, with the object of helping them put up a sardine which will compete in excellence, at a much lower price, with the imported article.

The regulatory milk work of the Department is again limited to interstate shipments. It can be of real service, therefore, only to communities

around the borders of States which get their milk supply from across State lines, or to the large cities which have to draw some of their milk from long distances. Here the regulatory and research work, not only of the Bureau of Chemistry but of the Bureau of Animal Industry, go hand in hand. The Bureau of Animal Industry, through its Dairy Division, is helping the farmer to produce clean milk as cheaply as possible. The Bureau of Chemistry is studying methods of transporting milk by train so that it will arrive pure and clean and with a low bacterial count, but at the same time, the regulatory arm of the service is, wherever possible, seeing to it that filthy, bad milk is not passing from one State into another.

Strangely enough, the people of the country have probably been more alarmed about conditions of dry or package foods than they have about bulk or unlabelled foods such as milk, which can much more readily become the active carriers and spreaders of dangerous diseases. Package foods, especially dry foods, commonly do not carry or transmit germs of disease. Milk, if from infected herds, or if handled by infected persons or allowed to get dirty, can readily become a carrier or spreader of such diseases as typhoid fever, tuberculosis, and scarlet fever. Dirty milk, and especially milk that is allowed to stand at a high temperature between the farm and the consumer, may very well mean death or serious illness to babies. We are, therefore, trying to better the milk of the country by teaching the farmer, in a practical way, how to get clean milk and keep it clean and good, and through police work to reach producers who persist in careless or dangerous methods.

Work in the Field of Home Betterment and Home Management

Seventy-five years ago agriculture rested very largely on empirical knowledge. The great growth of the study of agriculture has added to this a body of fact obtained by laboratory methods, and a great development of agriculture has resulted. Knowledge has replaced belief, and certainty has succeeded uncertainty.

The same evolution is taking place in an even older activity—homemaking. The empirical knowledge resulting from experience, which has served for the housekeepers' guidance in the past, can now be supplemented by a great store of information which has been gathered as a result of the home economics movement of the last 30 or 40 years, with its laboratory research and other investigations. It is as true here as it is with agriculture that all the problems have not been solved, but if we could interpret and carry into the home the knowledge already accumulated, conditions would be greatly bettered. Families would be more rationally and more economically fed, their clothing problems would be more intelligently solved, their houses and surroundings would be healthier and more attractive, and their tastes and social desires would be more adequately gratified. Moreover, the housewife would not be overburdened, as she so often is, for homes conveniently constructed and well fitted with inexpensive labor-saving devices and in which good methods are followed would be the rule, and a knowledge of materials and efficient management would replace less exact understanding and less satisfactory methods.

Briefly, the whole matter of home betterment may be said to involve (1) the systematizing of knowledge already in hand; (2) the collecting of additional facts from various branches of science and learning which are groped under the heading "Home Economics"; and (3) the development of agencies for their distribution. The Department has long been working in these directions, and its present projects call for the intensifying and expansion of its activities in these fields.

The outward and visible signs of the Department's work in this field are the many bulletins and publications dealing

with practical solutions of household matters. Recently, the Department, in answer to requests, prepared a special list of its available publications which should have a direct interest to women. This list of bulletins contains over 104 subjects and over 290 titles. These deal with almost every phase of home-making, from the beautification of the grounds about the home, the securing of hygienic conditions, and the installation of sanitary devices, to advanced methods of production in almost all the manufacturing lines, preparation of foods, canning, making of butter and cheese, raising of chickens and garden crops, which are commonly under the country housewife's direction. These bulletins have gone into millions of American homes. One of them, the bulletin on the use of cheaper cuts of meat, has had an edition of 4,000,000 copies. Several give methods of cooking and recipes for using many classes of foods. This series is commonly described by the women of the country as "Uncle Sam's Cook."

It is one thing, however, to gather information, print it and send it out, and quite another to expect the people to read it studiously, or on mere reading, universally apply the recommendations. Few of us are willing, simply on the printed say so of some one, to revolutionize our domestic lives or to radically change our household machinery. We of the cities, being near to stores and exhibitions, are able to see the devices which are recommended and attend demonstrations of new methods. After we have seen them in actual practice, we are in a better position to judge of their value in the solution of our own problems. In the case of the country woman, many of the things and methods recommended she either must take on faith, or must invest what to her is an important sum of money to obtain the experimental use of the device. Frequently the methods devised are radically different from those of her tradition, and it is difficult for her to be sure that she is rightly applying the directions given.

The Department realized long since that the best way to get the farmer or anyone else to do something was to take the idea or the device to him and prove its practical value at first hand, and this led to the formation of the Farmers' Co-operative Demonstration work in the South, and later to the development of the Farm Management county agent work in the northern States. The success of these county demonstrators and the demand for them was so great that it was decided to use a similar agency in reaching the women with information as to improved methods. This largely has taken the form of Boys' and Girls' Clubs.

In a weekly field report, one of our women agents said: "After all, this Canning Club work means that we are to get a girl to do something worth while; have it approved by those she loves, and then lead on to greater things."

The same thing may be said of the Corn, Pig, Poultry, Baby Beef, Peanut, Potato and other clubs. In fact, the Corn Clubs were the forerunner of the others.

In the Canning Clubs of the Southern States, there were 33,060 girls enrolled in 1913. The 4202 girls who sent in reports put up 1,032,115 cans of tomatoes and 522,147 cans of other products worth $180,420.05. Ten Mississippi girls made a profit of $868.66 from ten tenth-acre gardens at an average cost of $29.93. The best county record is that of Etowah County, Alabama, where 104 girls put up more than 30,000 No. 3 cans of tomatoes, worth at least $3600. Clyde Sullivan, of Ousley, Georgia, had the best yield recorded in 1913. She produced 5354 pounds of tomatoes from one-tenth acre, canned 2254 No. 2's, 212 No. 3's, at a profit of $132.39. Margaret and May Belle Brown, of Mecklenburg County, North Carolina, on two-tenth acres produced and sold vegetables to the value of $243.86, at a profit of $214.12.

The three following stories selected from field reports of agents in Mississippi, Virginia and Georgia, are typical incidents of what comes in weekly

from 329 women agents in the Southern States:

"One girl, with the help of her father and brother, has put up more than 3000 cans. She has 200 cans of figs of excellent quality, and has already sold a few to local merchants. The father said: 'The boll weevil may eat up my cotton, but they can't get inside these cans and jars, so we are sure to have plenty to eat and some ready money.'"

"One girl visited this week informed me she had already booked orders amounting to $168 for the summer. When I asked her if she could fill them all, she said: 'Oh! I don't know. I expect to have a good many more orders than that when all my letters are answered, but there are eight of us in our club and *we* can do it.'"

"A rather unique source of revenue from a tomato patch was brought to my attention by a little club member, who lives very close to the Ogeechee River. Some fishermen went to her to see if she had any tomato worms on her plants and willingly offered to pay her 25 cents per dozen for them for fish bait. In a short time she gathered over 500, sold enough to pay for all her fertilizer and work, and then secured many nice messes of fish for her family by exchanging worms for fish."

This work trains girls to become efficient home-makers, to develop the resources of the farm, to improve the quality of country life, to become economically independent. Their canned products have set standards of quality and purity which equal those of the best commercial products. It is wonderful how these girls develop the special resources of their sections after they have studied tomatoes carefully for one year and learned to grow and can them. In many places the girls are putting up beans, okra and beets; in some places mayhaw jelly; in others, scuppernong jelly and grape juice; in others figs; in others kumquats, loquaots and whatnots. In ten years we expect these girls to develop some great industries from products which are now overlooked and neglected.

Ninety-one thousand one hundred and ninety-six were members of Corn Clubs in 15 Southern States last year. Each one planted and cultivated one acre; more than 400 of these boys produced above 100 bushels each. Walker Lee Dunson, of Alabama, grew 232.7 bushels at a cost of 19.9 cents a bushel. This is the best record ever made in the Corn Clubs and one of the best in the history of corn production. Ten Alabama boys produced 1718.3 bushels of corn on ten acres at an average cost of .182 cents per bushel. This means that a profit of $1405.57 was made on ten acres estimating the corn at one dollar per bushel. As a matter of fact, much of the corn has been sold for seed at $2.00 to $3.00 per bushel.

A Tennessee father writes: "This Corn Club has worked a miracle on my boy. We had never seen him sit down voluntarily to read or study; we always had to force him, but when he received the Department circulars and bulletins, he sat down and read every one of them and told the rest of us what was in them."

A Demonstration Agent reported in October last year as follows:

"The home of one of my demonstrators was destroyed by fire this week. He has a boy who is a very enthusiastic club member; the boy was away from home and did not get there until the house was nearly burned down. He rushed up and asked: 'Did you save my bulletins?'"

Fifty-two students in the Mississippi Agricultural College were members of Corn Clubs. These boys are all taking the agricultural course. They work with definite purpose. Many of them are paying their own way; hundreds of other boys not yet able to go to college are farming; some of them have formed partnerships with their fathers. When the club members become men and women the world will see the effect of focusing trained minds upon the soil and its cultivation. Our country is undertaking a program of agricultural training unsurpassed in

history. Some problems of the centuries may be solved by these earnest, intelligent boys and girls.

The secret of the success of the county farm agent is largely that it puts at the disposal of the rural community some one with the necessary knowledge and training who has time to devote to the development of community or individual betterment, which the farmer cannot put through because he cannot spare the hours needed from his farm operations. These men do not pose as experts, or endeavor to cram information brought from outside down the throats of an unwilling people. They become bona fide members of the community and become the focal points for leadership in community action. Frequently they help the farmers of a district to establish a local farm bureau, which serves to bring the farmers together for county action and serves importantly as a rural clearing house.

Inquiry to Discover What Help Rural Women Need

As doubtless the members of this gathering know, the Secretary of Agriculture, on October 1 last, addressed a letter to the housewives of 55,000 farmers asking them how the Department might better serve the farm women of the United States. Of the responses to this letter, about 2200 make definite and helpful suggestions. These letters are now being analyzed very conscientiously and the suggestions they make carefully collated under general headings with a view to definite action wherever this seems warranted or possible. While we have not yet analyzed the individual replies in detail, the suggestions fall roughly into about 100 classifications touching directly women's activities.

The plea which has most frequent iteration is to provide means whereby the woman can have running water in her home, especially in her kitchen, and thus escape the carrying of what some one has estimated as nearly a ton of water a day from the well to the house. Another plea which finds expression in many letters is that the farmer must be educated to appreciate that his wife's work in the home is directly productive and really has a monetary value. This is closely coupled with the idea that some system of definite cash allowance to farm women should be provided so that they would have money of their own to spend on household improvements. In this connection, many women ask the Department to give them instruction in handicrafts or occupations which will add to their pin money, now dependent wholly on chickens or the wife's garden. Many complain of the isolation of farm life, though a still larger number of women write enthusiastically of life on the farm and say that they would not change lots with urban women. Many of the writers seem interested in increasing their home efficiency and ask for information about labor-saving devices and methods and scientific home management. Still others are especially interested in the rearing of children and ask the Department to give them instructions in hygiene and sanitary precautions, and also to help them educate their children or secure better country schools for them.

A large number of the writers suggested bulletins on specific topics, and it was surprising to find how many of these topics already were covered by the Department's publications. This indicates clearly that there are thousands of women throughout the United States wholly unaware of the service that the Department of Agriculture can already render them through its existing publications. As a result of this lack of knowledge of publications, the Department issued a special list containing the titles of all available publications of specific interest to women in their work in and about the farm home. At the same time, through the press of the country the Department has been making a special effort to bring to the attention of women the existence of these lists to stimulate them to write in for publications that will help them with their problems.

This effort to familiarize the women of the country with the titles of existing bulletins and other publications in their field will be continued, as our purpose in gathering such information is not to embalm it in bulletins on our shelves, but to get these bulletins with their practical suggestions and stimulating hints to those who will apply them to the betterment of country life. We are, however, going one step farther. Under the old system, the bringing together of information and the person who might be interested in it rested largely upon the initiative of the woman. Now we are endeavoring to interest the women's publications, the women's sections of the press, in publishing digests of our bulletins, so that this information will come to the housewife with her evening paper, or monthly or weekly periodical.

Interest in Good Roads

Few people, especially those who live in cities, ever stop to think of the significance of a well-paved road in front of their house, or of the intimate connection that a good road has with the happiness, social life, education, and economic well being of the remote farmhouse. A bad road means difficulty and higher cost in getting the farm products to market; means fewer visits back and forth between neighbors; and imposes needless penalties in health and strength on the little folks in their tramp from the farm to the country schoolhouse. A good road helps regular school attendance; a bad road fosters absence or tardiness.

The Department does not grant money for the actual construction of country roads. It does, however, teach the value of good roads to rural communities, tests out materials and methods of road construction, and places at the disposal of ambitious communities full information on road construction; and will, so far as possible, lend the county the services of one of its expert engineers as supervisor of specific road improvements. For the benefit of those who wish to see in actual use various types of road, the Department has constructed short sections of model roadbeds, employing various materials, at Chevy Chase, Maryland. In addition, it has, in many sections of the country, aided in the construction of what might be called "object-lesson roads" of all types. These roads show the people exactly what they can obtain and should obtain for definite expenditures per mile.

Under a special appropriation of $500,000 the Department, in co-operation with the Postmaster-General, is paying about one-third of the cost of improving certain rural roads used by the Rural Free Delivery carriers. This work is also object-lesson work, but is even more important as an experiment to determine the success of financial co-operation on the part of the Federal Government with the States in highway improvement.

THE IMPORTANCE TO THE STATE OF THE HEALTH OF PERSONS OF SCHOOL AGE

BY TALIAFERRO CLARK
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An eminent scholar is credited with saying that if he could have the children until seven years of age the world might have them ever after. In other words, he could so mould their plastic minds and morals that they would be strong to resist the temptations of later years. The modern apostles of preventive medicine are not content with the training of the childish mind alone, but are also devoting more and more attention to the proper development of the growing body, to the end that the sound mind in the sound body may attain. There is an ever-growing appreciation of the vital relation of the cradle to the State, of the necessity for safeguarding both physical and

mental health of the child that the race and nation may continue vigorous and strong.

Prenatal Influences

We are no longer content to let the child grow like Topsy. Indeed, we are no longer content to await the birth of the child to begin the regulation of its physical and mental well-being. The control of injurious prenatal influences is receiving increasing attention, to wit: The study of eugenics; the enactment of laws opposed to the marriage of the unfit; the sterilization of mental defectives; the crusade against the social evil; the spread of the temperance movement; the enactment and enforcement of better tenement house laws, are some of the influences working to give the unborn child a better birthright. The importance of these influences cannot be overestimated. In the registration area of the United States, during 1911, 12.1 per cent. of all children dying under one year of age lived less than one day, and 24.7 per cent. lived less than one week. According to Dr. Stuart, Medical Examiner of mentally defective children to the Department of Education of the City of New York, about one-third of 10,000 defective school children showed marked instability of the nervous system, that sensitive record of parental impress. Clearly the majority of those babies who live less than one day and practically all of those mental defectives are the result of harmful influences antedating birth. In seeking to improve the heredity of the coming infant we are digging deep and establishing a sure foundation upon which to build the temple of life.

Care of the Infant During the Nursing Period

The proper care of the child of nursing age is a problem of the greatest moment in the conservation of human life. In the years 1901–1905 children under one year of age formed 18.93 per cent. of deaths from all causes in the United States. The fact that the death-rate for infant children is 50 per cent. higher in cities than in rural districts strongly indicates that many preventable causes are at work to produce this difference.

English statistics show the relative chances for life of the urban and rural infant. The chances to live one month are equal for both; the rural infant has the better chance to live one year, and the urban child has the better chance to live one week. This latter fact is attributable to more prompt medical attention for the urban child. This is the keynote in the conservation of infant life,—prompt and scientific safeguarding from the moment of birth. It is along these lines, until quite recently, the greatest amount of thought and energy has been expended for the welfare of the child. Therefore, laws have been enacted by various communities, from time to time, that regulate the construction of tenement houses with respect to ventilation, light, and toilet facilities; that provide for the licensing of midwives; that are intended to prevent the occurrence of ophthalmia neonatorum; that safeguard the milk supply; that supply physicians and nurses to the poor; that exercise supervision of neglected children; that require notification of quarantinable diseases,—all of which have a far-reaching effect on the life of the child. Also, at certain seasons of the year and largely through voluntary agencies, depots for the free distribution of ice and milk are established in many congested districts.

Probably no one measure for the reduction of infant mortality has received as much attention as has the establishment of free milk depots. In this connection a loud note of warning has been sounded in the report of the Association for the Prevention of Infant Mortality of the Düsseldorf Division of the Rhine Province, and that is, to use the words of the report, "In spite of all precautionary measures, in places where milk kitchens are in operation, there is a fall in the percentage of breast-fed babies." So great is the value of breast-feeding, during the ear-

lier weeks of an infant's life, in the reduction of infant mortality, that many organizations are attempting to teach and prepare expectant mothers so that they may nurse the child.

According to Dr. L. E. LaFetra, of 10,000 infants nursed at the breast, but 580 died during the first year. Of 10,000 artificially fed babies, 4588 died within the same period. "The breast-fed baby has about nine times as many chances for life as has the artificially-fed baby."

It is of the greatest importance that a careful supervision should be maintained of the clientele of all milk depots in order that the busy mothers, the lazy mothers, the indifferent, frivolous and ignorant mothers may not take advantage of this charity to the neglect of this important life-saving function.

Furthermore, voluntary agencies and others are doing a tremendous amount of work, largely co-operative, for the betterment of the child, which is educational in character and which is bound to produce lasting results. The people are in need of this instruction. "The laws of life and death," said Florence Nightingale, fifty years ago, "do not come by inspiration to the loving heart . . . and terrible is the injury which has followed from such wild notions." If infant lives are to be saved there must be no abatement of educational activity on the part of voluntary agencies and the Federal, State and municipal authorities.

An illustrating example of what can be accomplished by organized effort is related by Dr. F. Truby King, of far-off New Zealand. The Society for the Health of Women and Children obtained most remarkable results and encouraging, through its Dunedin branch operating along lines outlined in this brief survey. From 1900 to 1907 the average death-rate among children under one year of age, in Dunedin and suburbs, was 8 per cent. For the last 5 years since this Society was organized, the average has been 6.5 per cent.; for the last 3 years, 6 per cent.; for the last 2 years, 5 per cent.; for the last year, 4 per cent. A similar reduction in the United States would save over 12,000 infant lives each year.

Inspections During the Interval Between the Nursing Period and School Age

From a corrective point of view the interval between weaning and entrance to school is of extreme importance in any child-welfare work. In the United States, this phase of child-welfare has not received the attention it deserves.

A system of inspections covering this period should result, not only in correction of abuses and in the prevention of abnormalities during the most impressionable period of child-life, but should also result in the detection and alleviation of infirmities in their incipiency, in order that the child may enter school without the handicap of physical defects, without the loss of time necessary for the correction of so many of them.

Dr. David Forsyth, in a paper read at the last meeting of the English-Speaking Conference on Infant Mortality, 1913, sets forth the results of the establishment of a medical inspection centre for children under school age, by the Westminster Health Society.

During the first year's work, 374 children were inspected. Of these, 131 were under one year of age, 77 under two years, and 83, 50 and 33 respectively under three, four and five years of age.

The following table gives a summary of the most important defects:

	0 year	1 year	2 years	3 years	4 years
Teeth	....	2.6	18.1	34.0	63.6
Tonsils	....	7.8	16.9	24.0	26.9
Adenoids	1.5	10.4	22.9	38.0	33.3
Rickets	13.0	25.9	9.6	8.0	3.0
Diet modified	49.6	22.8	6.0	....	....

In the case of rickets, a disease which attains its maximum long before school age, an inspection of this nature, followed up by intelligent application of remedial measures, would prevent, in many instances, life-long deformity.

The establishment of child-inspection centres in the congested districts of large cities should result in the detection and correction of numerous physical defects, never reached by hospital dispensaries by reason of parental ignorance concerning their significance and curability.

In this respect the family physician is often lamentably at fault. It is no infrequent thing to find, during the course of a school inspection, children of well-to-do parents whose faces are distorted into expressions of imbecility by easily removable adenoids. Certainly the family physician had been lax in a manifest duty in that he did not warn the family of the dangers of this condition, and of the necessity of its correction.

The Medical Inspection of School Children

According to the 1910 census, there were in the United States, 22,204,546 children from six to seventeen years of age. Of these, 16,455,158 were enrolled in schools. The highest enrollment according to age was among those of 10 to 14 years of age. Of the 9,107,140 children from 10 to 14 years of age in the United States, 8,028,662 were enrolled in schools. The protection of the mental and physical health of these fathers and mothers of to-morrow, during their impressionable years, is of the greatest consequence to the State, and supervision of the same, with the exception of community sanitation and the enforcement of quarantine laws, is practically limited to the medical inspection of schools.

Statistical studies of the results of the medical inspection of school children, in those communities provided with an efficient system, emphasize its importance from the standpoint of (*a*) the child; (*b*) the family; (*c*) the community, and (*d*) the teacher.

The Effect on the Child

The child is benefited (1) by the detection and correction of physical defects which may not only affect his bodily growth, but retard also his mental development; (2) through the intelligent application of mental training in accordance with the determined degree of mental development rather than physiological age; (3) by protection against communicable diseases, with the ensuing mortality, permanent disability and predisposition to other affections; (4) by placing the developing body in good hygienic surroundings during the period of school life, five days each week, six hours each day, nine months each year.

The Effect of School Inspection on the Parent

To many of the poor the child is a valuable asset depending largely on its increasing earning capacity. By reason of laws requiring compulsory school attendance, many children attend school at the expense of great personal sacrifice on the part of their parents. A system that places the child in the best mental and physical condition during school life will assuredly react to the advantage of the parent through the increased efficiency and earning capacity of his offspring.

Furthermore, in communities where the medical inspection of schools is associated with a system of school nursing, parents receive valuable assistance in sickness and practical training in the principles of correct living.

Effects on the Community

The prosperity of a community is measured by the earning capacity of its citizens. No sick community can be prosperous or happy. The medical inspection of schools, reaching all classes of society, the rich and the poor, is a valuable aid in the control and suppression of infectious diseases, by reason of the fact that the health of the school is an index to community health.

Advantage is taken of this fact to make an accurate and rapid survey of communities, to determine the prevalence of malaria, hookworm, trachoma and other eradicable diseases, preliminary to the institution of measures

directed toward their suppression. The effect, therefore, of such inspections may be far-reaching as regards the community health and prosperity.

According to Dr. W. H. Peters, Medical Inspector and Assistant Health Officer of Cincinnati, Ohio, very tangible results have followed the medical inspection of schools in that city. In the last school years, 4686 children were inoculated against smallpox, and as many more by family physicians, in accordance with a Board of Health Regulation, which makes the vaccination of school children compulsory.

A survey made during the months of May and June, 1913, " showed that in fifty-nine schools attended by 36,438 pupils, 84 children, or 23 per cent., were tuberculous; 505, or 1.38 per cent., were pre-tuberculous; and 1030 children, or 2.83 per cent., were anæmic. The total number of anæmic children was 1619, or 4.4 per cent." He also reports that 2135 children were found during the last year, with defective vision and diseases of the eye. Of these, 1092, or 45 per cent., were benefited by glasses and treatment.

There were found also 2692 children with hypertrophied tonsils and adenoids. Of these, 642 had their tonsils removed and 650 were treated medically by physicians to whom they were referred. In other words, 48 per cent. of these children were improved.

There were diagnosed 2000 medical and skin cases (exclusive of pediculosis), of which 75 per cent. were treated and cured.

One hundred and fifty mentally defective children were segregated in special schools and classrooms as a result of those inspections.

The figures given by Dr. Peters need no comment to show the beneficent results to the community of the medical inspection of its school population.

Effect on the Teacher

The medical inspection of schools tends to place pedagogy on a higher plane. It tends to bring about an increasing understanding of the correlation of health and teaching. It broadens the field of the teacher's activity, and causes recognition of his or her tremendous influence as a public health factor in the dissemination of the principles of correct living.

Those of us who have had the opportunity to witness the self-sacrificing devotion to duty of hundreds of teachers in isolated rural districts, recognize the fact that it is through their intelligent co-operation the sanitary redemption of these communities is to be accomplished. The preaching of sanitation to the adult population of fixed ideas and wrong, of many of these communities, is indeed as " sounding brass and tinkling cymbal." The only hope is in the rising generation, whose training will be largely at the hands of the teacher.

The co-operation of the medical man and teacher has caused great changes in methods of teaching. The classification of children according to psychical rather than physiological age has revolutionized the methods of teaching backward children, even though such classification is as yet very imperfect. Older systems under which the child was compelled to concentrate all his energies on branches for which he showed no aptitude whatever, to the neglect of others for which he had a natural inclination, are happily passed as a result of the co-operation of physician and teacher. The result is of incalculable value to the child and community.

Medical School Inspections in Rural Districts

Those of us who live in urban communities may have no conception of the difficulties surrounding the medical inspection of school children in rural districts and in smaller towns. Some of these difficulties are due to the opposition of many parents to these inspections. Not a few of them consider the finding of a mental or physical defect in one of their offspring a reflection on their own integrity and social standing.

In many communities teachers are underpaid, are indifferent, and have other interests than teaching. Between them and the physician there can be no intelligent co-operation. In order to secure good teachers the salary must be made attractive to good teaching material, and, therefore, is a profitable investment for any community. In small towns, especially, the jealousy of local physicians is often at fault. The family physician, who sees the child only when sent for, may resent the finding of carious teeth, hypertrophied tonsils, adenoids, defective vision and a host of other defects by the school examiner, when brought to task by the alarmed parent, often belittles these findings and nullifies the effort of the school authorities to have them corrected.

Finally, in many districts there is a woeful lack of good material from which to select the medical inspector of schools. In other instances there are not sufficient funds to pay for the services of one. The employment of an inefficient medical inspector is a waste of money. It is the experience of the writer that many communities are so handicapped.

The Duty of the State

The child of to-day is the man of to-morrow. It is a prime duty of the State, therefore, to bring to bear every influence for the proper protection of the physical and mental health of the child. Dr. Holmes has said the proper training of the child should begin one hundred years before it is born. State and local supervision of the health of the child of school age is a practical application of Dr. Holmes' dictum.

The Right of the State to Establish a Medical Inspection of Schools

The right of the State, in this respect, is patent. The detection of bodily defects in the child and subsequent advice to the parent is not an infringement of the parent's rights, but, as has been aptly said, increases his responsibility. The State makes an attempt at suicide a punishable offence, because of the injurious effect of such attempts on the community as a whole. The suicide of the head of a family may possibly make the family a public charge on the community. The State may demand compulsory school attendance to the end that the whole community may profit by the increased mental efficiency of the rising generations. The State has an equal right to supervise the health of school children on the grounds of community of interest.

The National Government is not disinterested with respect to the welfare of the child, but has many agencies at work for the betterment of its condition, agencies which should and do co-operate, at all times, with volunteer organizations in carrying on this important work.

Activities of the Public Health Service in Child-Welfare Work

The activities of the Public Health Service along the lines of child-welfare have been extensive, and are educational, supervisory, experimental, epidemiological and co-operative.

Educational.—Within the year the Service has published an analysis of the Laws and Regulations in force for the control of communicable diseases in the United States; has published and distributed many bulletins and reprints relating to the public health; has caused many addresses to be delivered on topics relating to sanitation and health, especially in connection with an examination of more than 139,000 school children in 10 States; has continued the publication and distribution of the Weekly Health Reports, containing information of the current prevalence of disease, the occurrence of epidemics, sanitary legislation, and related subjects—all of which are in furtherance of the campaign of education along the lines of health, and is especially concerned, directly or indirectly, with the welfare of the child.

Supervisory.—Under the Act of July 1, 1902, entitled: "An act to regulate the sale of viruses, serums, toxins, and analogous products in the

District of Columbia and interstate traffic," the Public Health Service exercises supervision over the manufacture of these products which are largely used in the United States in preventing and combating the diseases of childhood. Within the past year, under the terms of this act, the Secretary of the Treasury, on recommendation of the Surgeon-General of the Public Health Service, has granted licenses to 26 domestic and 15 foreign firms to sell their products in the United States, but not before an examination of the same and the method of their production had been made in accordance with laboratory methods.

Furthermore, in connection with these products, the Service is engaged in experimental work, and has also established the official standard unit of diphtheria antitoxin, by means of which the physician may know the exact dosage employed in the use of this great life-saving remedy.

The Public Health Service exercises control of the National Maritime Quarantine under an act to prevent the introduction of contagious or infectious disease into the United States, and an analogous function, also under special act, to prevent the spread of contagious diseases from one State to another. That the proper enforcement of those acts have a beneficial effect on child-welfare goes without saying, because of the marked susceptibility of the child to communicable diseases.

Experimental.—A series of experiments in infant feeding were undertaken by the Hygienic Laboratory in co-operation with the Bureau of Animal Industry, Agricultural Department, in August, 1912, and is still in continuance, to determine the values of raw and pasteurized milk. The results of those experiments, to date, are inconclusive, and, no doubt, have been modified by the fact that the milk furnished by the Bureau of Animal Industry is an exceptionally high-grade milk equal to that of certified milk.

Measles caused 44,080 deaths in the registration area of the United States in the decade 1900–1910. In 1910 it caused 6598 deaths.

In 1911, Anderson and Goldberger of the Hygienic Laboratory, established by experimental proof that the blood of a monkey infected with measles loses its infectivity 36 hours after the eruption; that the nasal and buccal secretions collected from human subjects within 48 hours after the appearance of the eruption is infective to monkeys, gradually losing infectivity as convalescence approaches; that the desquamative scales of measles are not infective. These researches have been stimulative to others, and it is now established (Nicolle and Conseil) that the blood is infective 24 hours before the appearance of the eruption. The great importance of those experiments is the fact that they place the control of the disease on a scientific basis which should result in the saving of time to the child in school attendance.

Epidemiological and Co-operative; (1) *Trachoma.*—The discovery of a wide prevalence of trachoma among the mountaineers of certain counties of eastern Kentucky, a people more closely related than any other to the original English-speaking settlers of this country by reason of their isolation, made it highly desirable to survey the whole of the Appalachian Plateau to determine the spread of this dangerous contagious disease of the eyes so damaging to visual health. To this end, extensive surveys have been made in the two Virginias, Kentucky, Tennessee, the Carolinas, Northern Georgia and in other localities not geographically connected with these States, at the request of and in co-operation with their various Boards of Health, in order to outline the infected territory.

The examinations were largely confined to school children because infection of localities is invariably reflected in the children of school age.

(*a*) *Among Indians.*—Under the provision of an act approved August 24, 1912, making appropriations for current and contingent expenses of the

Office of Indian Affairs, for fulfilling treaty stipulations with various Indian tribes, and for other purposes for the fiscal year ending June 30, 1913, the Public Health Service made a survey of the Indian population of the United States for the purpose of determining the prevalence of tuberculosis, trachoma, smallpox and other contagious and infectious diseases among them. A total of 39,231 Indians were examined; approximately one-eighth of the total Indian population of the continental United States. Among this number of Indians, 8940 cases of trachoma were found or 22.7 per cent.

In the course of these investigations 133 Indian boarding schools were visited in 22 States, and 16,470 pupils were examined for trachoma, tuberculosis, and other contagious and infectious diseases, and 4916 cases of trachoma were found, 29.86 per cent.

The danger of the spread of this communicable disease to the surrounding white population was pointed out, and recommendations for its control were made, that are none the less applicable to other races.

(*b*) *Minnesota.*—In co-operation with the Minnesota State Board of Health the Public Health Service completed, in April, 1913, a survey of that State to determine the prevalence of trachoma therein and the danger of the spread of the disease, by reason of its heavily infected and widely distributed Indian population. Altogether, 52,847 persons of all classes were examined within the State, and 610 active cases of trachoma were found among them, 1.14 per cent.

In 10 Indian boarding schools, with 833 pupils, 193 cases of trachoma were found, 23.16 per cent. In 5 Indian day schools, with 124 pupils, 13 cases of trachoma were found, 10.48 per cent. Among 2582 reservation Indians examined, exclusive of children in school (though most of whom were children), 327 cases of trachoma were found, or 12.66 per cent.

In 10 public schools in the vicinity of Indian reservations only 3 cases of trachoma were found among 1351 school children, and these cases were among the 77 Indians of mixed parentage attending these schools, clearly establishing the Indian as a possible element in the visual health of the school population of a part of the State.

Among 1319 miners in 10 districts, 34 cases of trachoma were found, 2.57 per cent. An examination of the eyes of 6881 public school children in these districts was made, and 10 cases of trachoma were found among them. Some of these cases were traced to boarding houses where infected miners were domiciled, which is an additional emphasis for the necessity of the medical inspection of schools in such communities.

In addition, 38,265 children of school age were examined in 97 public, 5 normal, and 13 parochial schools, and 7 other State institutions, a total of 122 institutions.

(*c*) *Kentucky.*—At the request of the Kentucky State Board of Health an officer of the Public Health Service was detailed, in 1912, to make a survey of certain counties in Eastern Kentucky, to determine the reported prevalence of trachoma therein. In the course of this survey, 3222 school children were examined, and of these 341 had trachoma, many of whom, without proper treatment, are doomed to blindness.

As a result of those investigations, three hospitals are now operated by the Public Health Service, at points within this heavily infected territory, in which have been treated 1000 cases of this disease so disastrous to the visual health of the children of infected communities.

In a survey of Jefferson County, Kentucky, including Louisville, completed February 2, 1914, 35,297 children in 205 schools were examined for trachoma, and 805 cases of active trachoma and 328 suspected cases were found among them.

(*d*) *Tennessee and Georgia.*—In East Tennessee and North Georgia, an officer of the Public Health Service has examined, to date, 23,163 persons,

mostly school children. His examinations are still in progress and the results, therefore, are not yet compiled.

(*e*) *Ohio.*—An officer of the Service has recently examined 652 pupils in 4 schools at Youngstown, Ohio, and found 10 cases of active trachoma.

He also found 76 cases of trachoma among 5750 millworkers of that city. Of those, 1700 were Americans, with only 4 cases of trachoma among them.

(*f*) *Virginia and West Virginia.*—At the request of the State health authorities of Virginia and West Virginia, the Service has made a survey, in the past year, of certain counties in these States to determine the prevalence of trachoma and other infectious diseases.

In Virginia, 6738 children of 66 schools in 9 counties were inspected, and 72 cases of active trachoma were discovered. Also, 816 cases of enlarged thyroid were noted which were almost exclusively in girls.

In West Virginia, in the course of a survey ended last December, 118 schools in 14 counties were visited, and 16,153 pupils examined. Among those, there were 237 cases of trachoma and 1149 cases of enlargement of the thyroid gland.

In connection with epidemiological studies of these two affections, observations were made of the sanitary conditions of the schools of the infected districts, and 67 health talks were addressed to thousands of school children in widely separated and remote places.

(*g*) *North and South Carolina.*—The survey of these two States is still in progress. In North Carolina, to date, 10,559 children of 76 schools have been examined, and 1123 children in 2 schools in South Carolina. The results of these examinations have not yet been compiled, and are, therefore, not available for this paper.

(2) *Hookworm.*—The various agencies at work in hookworm eradication have found a high percentage of infection with this disease among rural school children. The activities of the Service as regards hookworm, have been co-operative and largely of technical research nature. Realizing the importance of the control of hookworm in the improvement of the public health, the Service is making intensive studies of white and colored school children in one of our Southern States, in which, in addition to the regular medical inspection as ordinarily practiced, the children are examined for blood and intestinal parasites and the effects thereof, when present, on the mental condition. The results of these studies will be published when they are completed.

(3) *Poliomyelitis.*—The important bearing of infantile paralysis (so-called) on child-welfare is due to the fact that the disease may assume epidemic proportions, that at times it is attended by considerable mortality, and that it frequently results in permanent physical disability. In 1910, 1911, and 1912, epidemiologic studies of acute anterior poliomyelitis were made by an officer of the Service in Iowa, in Cincinnati, Ohio, and in Buffalo and Batavia, New York. The results of those studies have been published and distributed, as Hygienic Laboratory Bulletin No. 90. Studies of this disease have also been made by officers of the Service in Texas and in Arkansas.

(4) *Malaria.*—The Service is now actively engaged in epidemiologic studies of malaria. As a result of malarial index work in Arkansas, during the months of September, October, and November, 1913, 18,528 cases of malaria were reported, 7035 of which were in children under 15 years of age.

The reports of 107 physicians in 42 counties during August, of 80 physicians in 42 counties in September, and of 64 physicians in 35 counties during October, indicate that many children in that State are mentally and physically undeveloped as a result of chronic malarial infection.

In North Carolina, 3264 persons, mainly school children, were examined to establish the malarial index. Lectures were also delivered on malaria,

the manner of its spread, and the method of its prevention.

This work is still in progress on an enlarged scale.

(5) *Hygiene of Rural Schools.*—At the request of the Health Commissioner of Bartholomew County and the Secretary of the Indiana State Board of Health, a sanitary survey of the county schools was undertaken in September, 1913, by an officer of the Service detailed for that purpose. In all, 83 schools were visited and investigated and 3969 school children were inspected. In these investigations studies were made not only of the health of the school children, but also along the broader lines of school hygiene with respect to location, drainage, water supplies, excreta disposal, ventilation, lighting, and personal conveniences.

The proper understanding of school hygiene in its broadest sense and the intelligent appreciation of the principles involved are fundamental in the preservation of the physical and mental health of the school population. This line of study is of comparatively recent origin. Its importance to the community and State is so apparent, that the Service hopes, in the near future, to co-operate with all agencies engaged in this work for the standardization of the same.

(6) *Medical Inspection of Immigrants.*—By the Act of March 1, 1891, the tremendous task of the medical examination of arriving aliens devolved upon the Public Health Service.

During the fiscal year ended June 30, 1913, 1,197,892 aliens were admitted to the United States. Of these, 147,158 were children under 14 years of age. The impress of this tremendous influx is bound to be felt by future generations. The efficiency of the medical examination of these arriving aliens is a measure of control of harmful influences that may extend to generations yet unborn. The immigrant comes to this country to better his condition and usually settles in a community where his fellow countrymen already reside. Therefore, if affected with communicable disease or hereditary taint, his coming may profoundly affect the well-being of his race in the land of its adoption.

During the last fiscal year, officers of the Service issued 38,558 medical certificates, for all causes, among immigrants arriving during that period. Of these, 1369 were in Class A, which includes idiocy, imbecility, feeblemindedness, epilepsy, insanity and tuberculosis; 5397 were in Class B, or loathsome contagious and dangerous contagious disease.

Considering the steamship authorities are fined $100 for each case of the most of these disabilities brought to this country, in addition to the return of the same to the country from whence it came, and, therefore, make medical inspection of all aliens prior to embarkation, in order to avoid this penalty, the figures given above are indicative of the enormous amount of disease that would come to this country with any relaxation of this medical inspection.

In conclusion, I may say, the Public Health Service is keenly alive to the necessity of the preservation of the health of the child, that the activities of the Service outlined in this paper are largely directed toward that end, and that it is an evidence of governmental appreciation of the importance of this work and of its ready co-operation with all agencies tending toward child-welfare, so essential to the national health.

THE CHILDREN'S BUREAU

MISS JULIA LATHROP

The Children's Bureau first selected for study the subject of infant mortality, because of its obvious importance, its comparative simplicity, and the fact that it was not then being studied by any other Government

agency. The inquiry is original in character, first because it begins by a study of the birth record rather than the death record; second because it is not a medical study but its design is to secure data regarding the social, industrial and civic surroundings of infancy in about fifty typical American communities, especially small towns and distinctly rural districts.

The results hoped are first, a body of valuable statistical information; second, an awakening of public interest and responsibility by the mere fact of the inquiry; and third, information upon which further advances in preventive work can be based. This inquiry cannot go to any community which does not register the births of its babies, and hence another natural result is an improvement in birth registration. This country has no system of vital statistics adequate to furnish an exact estimate of our yearly loss through infant mortality, but on the basis of an estimate founded on the figures of the few cities and States which do have adequate statistics, the Vital Statistician of the Census Bureau says that probably 300,000 children died last year in the United States.

The problem of infant mortality has been stated by the scientists. The methods of meeting it have been worked out by the sanitarians. It now remains to popularize those methods, to increase public interest in securing their application.

Infant mortality is a blot on civilization. It is a removable evil like typhoid fever, or leprosy, or hog cholera. We are getting rid of typhoid fever and of hog cholera. Vast sums have been spent and well spent to this end. More will be required. And the Children's Bureau rejoices at every expenditure for clean water and pure food and the improvement of farm products, because this will all serve to give children a better chance in the world. But if it is worth while to spend millions to safeguard farm products, which are, after all, only raised to serve the needs of each generation of children in turn, is it not worth while to spend the necessary sums to popularize the methods by which the lives of children themselves may be safeguarded?

WORK OF DEPARTMENT OF THE INTERIOR

The Department of the Interior, through the Bureau of Education, fosters in so far as it can all the educational interests of children of the United States and its possessions. It is interested alike in the public, private, parochial and the corporate schools of whatever grade they may be and in all forms of education, cultural, vocational or professional.

Since the establishment of physical health and moral righteousness are essential elements in education just as much as mental training and the acquirement of information and skill, the Department is interested in all that makes for the health of children and helps in the creation of high moral ideals and the fixing of good moral habits. The Department realizes that, however important the school may be, it is only one of many agencies for the education of the people.

From birth to twenty-one years of age, the average American child spends less than one-thirtieth of its time in the school, and education should continue long after the age of twenty-one. The Department is therefore interested in all of the non-school agencies of education, the library, the reading circle, the debating society, the civic league, the play-ground, the education work of the Y. M. C. A., and the Y. W. C. A., and many other organizations and societies which supplement the more formal work of the school. It is especially interested in the home, which must still be considered the most important and fundamental educational institution.

Unfortunately the Bureau of Education, because of the lack of funds, has never been able to do more than a very small part of the work which it should do. It is hoped that the ap-

propriations made by Congress may be much larger in the future than they have been in the past so that the Bureau may begin to do more effectively a larger part of the work for which it was established.

At present the Bureau prepares and publishes annually in the second volume of the report of the Commissioner, the most important statistics in regard to education in this country. The first volume of this report gives an interpretative summary of the progress of education in its various phases in this country and in all other culture nations of the world. This report constitutes the most comprehensive and reliable year-book on education in the world.

In the Division of School Administration, the Bureau of Education compiles and interprets the school laws and regulations and court decisions on matters of school law for all the states, and gives information and advice in regard to school legislation.

Through the Division of Rural Schools, the Bureau is trying to improve the schools of the open country, villages and small towns in which people live under rural conditions. In these schools more than one-half the children of the United States in the present generation must get whatever schooling they get at all. The Bureau is trying to increase the length of the term of these schools and the average annual attendance which is now less than 75 days for each child between the ages of five and eighteen, and to give them better houses and equipment, more competent teachers, and courses of study and methods of teaching better adapted to the needs of country people. As a means to this end, the Bureau of Education collects and publishes in the form of bulletins, circulars, multigraphed letters and press bulletins, the best it finds in rural education in this country and abroad. The Bureau is now making out, for country schools, courses of study based on the needs of rural and agricultural life. It is just now interested especially in education in the Southern Appalachian mountain section, which has the most intensely rural population in the United States, and the children of the mill towns, particularly of the cotton mill towns of the Southern States.

Through its Division of Sanitation and School Hygiene, the Bureau of Education is studying the problem of the health of school children as affected by the school-room, the heating, lighting, ventilation, dust, contagious diseases, and the school programme and regimen. Since the health of children in school and the final establishment of health habits depend on the home and the life out of school, as well as of the school itself, the Bureau must interest itself also in the sanitary conditions of the homes of the children, their food, clothing, sleep, exercise, play and work.

Through its Division of Civic Education, the Bureau of Education has undertaken to study the problems of education for citizenship and civic life, to bring about better methods of teaching this subject in the schools, and to foster the many voluntary associations for the promotion of better citizenship.

Through its Division of Negro Education, the Bureau is studying the negro schools and the means of improving and adapting them to the needs of the negro children.

Through its Kindergarten Division, the Bureau is studying the kindergarten and the whole problem of the education of children from three to six or seven years of age, and is doing what it can to promote whatever methods it finds to be best.

The Home Education Division of the Bureau is studying the educational needs of the children in the home before school age, the co-operation of home and the school, and the continuation of the child's education after it has left school. Education in the home before school age has to do with food, clothing, sleep, cleanliness, games and plays, the formation of moral ideals and habits, and the beginnings of intellectual life. It depends upon the devotion and interest

of the parents. The Bureau is therefore trying to reach the parents through parent-teacher associations, mothers' clubs, and other similar organizations already in existence, and also through meetings at the schoolhouses, which it fosters through the assistance of many thousands of intelligent women living in the immediate vicinity of country and village schools. These women have volunteered to help the Bureau in this work. Bulletins, circulars, and multigraph letters will be prepared for distribution by the Division at these meetings. Through these meetings the Bureau expects also to help bring about a closer and more intelligent co-operation between the home and the school, so that parents, understanding better the aims and methods of the school, and teachers, understanding better the needs and conditions of the home, may work together more intelligently for the education of the children, which depends on both home and school.

Three-fourths of the children in the country leave school at the end of the elementary school course or earlier. Only two or three per cent. go to college or get any formal education beyond the high school.

There is therefore great need for the continuation of the education of the masses of children through well-planned and carefully-conducted reading courses. The Home Education Division of the Bureau of Education has undertaken to assist in planning and conducting such courses. It is just now sending out its first course for older boys and girls and young men and women who are willing to do some serious reading. This course consists of the great literature of the world, largely in translation. Copies of it will be sent to all the high schools in the United States. Anyone giving satisfactory evidence of having read the books in the course intelligently will be awarded a certificate signed by the Commissioner of Education and stating that this work has been done. Courses for parents and for younger boys and girls are in preparation.

This Division has in preparation a large list of bulletins especially helpful in the promotion of the work which it has undertaken.

The Bureau of Education is especially interested in vocational education as a means of making education more democratic and of giving to children better preparation to meet the demands of modern industrial and economic life; but for lack of means it has not been able to do much in this direction. Most of the increase in appropriations carried by the Appropriation Bill which is now pending in the House of Representatives will be used for this purpose.

The Bureau of Education, under the Secretary of the Interior, has complete control of and responsibility for the education, health, and support of the natives of Alaska, about 25,000 Indians, Eskimos, and Aleutes. Through its schools, medical service, and reindeer service it is trying to eradicate tuberculosis and other serious forms of disease, develop the intelligence of the people, give them a sure means of subsistence, and make life for them better worth living.

The Bureau of Education has recently undertaken a careful and thorough study of the education of immigrants, both children and older people.

NATIONAL REGULATION OF MANUFACTURE AND SALE OF LIQUORS

BY MRS. MARGARET DYE ELLIS

Superintendent Legislation, Woman's Christian Temperance Union

"Forty-one million people of the United States are living under prohibitory laws. Nine States have state-wide prohibition, five of which have the law written in the bed rock of their State Constitution, viz.: Maine, Kan-

sas, North Dakota, Oklahoma, and in 1915 West Virginia. While North Carolina, Georgia, Tennessee, and Mississippi, have statutory prohibition.

"We believe the United States government should give the people of the various states the right to pass on this matter which has behind it so great a public sentiment.

"The liquor traffic is the direct foe of the home, and as mothers, wives, sisters, and daughters, we believe the position taken by this so-called Christian nation, whose motto is, 'In God we trust,' in receiving a revenue of $1.10 for every gallon of whiskey distilled, and $1.00 for every barrel of beer brewed, in demanding a tax of $25.00 from every illicit liquor seller, is wrong, first, last, and every time.

"As women we have taken our stand against this enemy that debauches youth, wrecks fair lives, causes more misery than war, pestilence, or famine combined, that deprives the child the right of being well born, that stultifies and crushes all that is good and noble and true. *God help us what a foe it is.*

"This is why we ask the Government of the United States to aid us in wiping out the entrenched liquor traffic.

"National Constitutional Prohibition is in accord with our institutions. The passage of this resolution would destroy the organized business. As has been said, "The moment you kill the monster liquor interests, you give the next generation a chance to grow up sober. Only the liquor dealer wants the boy to be debauched." Good men, whether they drink or not, are with us on this issue. We call on every father and mother, on every man and woman who love their country, to stand with us in this battle of the American home, against the American saloon."

A CONSTITUTIONAL AMENDMENT TO REGULATE MARRIAGE, POLYGAMY AND DIVORCE

ADDRESS OF SENATOR FRED T. DUBOIS

Former Senator Fred T. Dubois spoke in part as follows at the morning session of the Third International Congress on Welfare of the Child, Monday, April 27:

I consider it a great honor to be asked to address this splendid body of women. It has been my privilege while a member of the House and Senate to do your bidding; you directed me toward beneficial legislation and it is a pleasant reflection that I stood for the Juvenile Courts and other legislation for the benefit of mankind. I did not know Mrs. Ellis and her great organization had been able to secure legislation through 30 States for laws which would put an end to polygamy, and, though it is very gratifying, I am sorry to be compelled to say that I doubt very much whether Congress will ever pass the legislation which is being asked of it in regard to polygamy and the liquor traffic.

Mrs. Ellis: I believe they will.

Senator Dubois: Well, through the splendid work of you ladies, the various States will demand of Congress, or enough States will pass resolutions, which, under our law, Congress will call a constitutional convention which will pass the required laws. Jos. F. Smith, President of the Mormon Church, before the Privileges and Elections Committee of the Senate, in answer to the question of whether the children of his five wives were not brought into the world contrary to the law of the land, after you had promised the Government of the United States that polygamy would cease? and Jos. F. Smith, President of the Mormon Church, said yes, they did. He was then asked, did not your predecessor receive a revelation from God that from that time on polygamy in your church would cease? Jos. F. Smith answered that he had received

such a revelation. Then he was asked, in that case, these children of your five wives came into the world contrary to the laws of God and contrary to the laws of the land, did they not? This question was asked by Senator Hoar, and Jos. F. Smith answered, "Yes, they came into the world against the law of God and contrary to the law of the land. What are you going to do about it? I am only responsible to the people of the State of Utah, who approve of this practice." In the last three or four months, Jos. F. Smith went to Chicago to dedicate two Mormon Churches. He had with him his fifth wife; his four other wives were at home. Now, if that Jos. F. Smith had been of any other denomination, or if he had been a lawyer, a merchant, or anything else, there in Chicago with his five wives, he would have been arrested under the White Slave Law. Now why doesn't Congress act? Because this organization has become a great political office and it is an object of solicitude to the politicians. There are four States where you cannot elect a Senator or a member of the House unless the President of this church says he is acceptable to him. The W. C. T. U. and other great women organizations joined together in an endeavor to keep a Mormon Apostle out of the Senate. The only pleasing thought in connection with it is that I believe it was the best thing that ever happened, because it called the attention of the good women and men of the country to the fact that you stand for a great and noble thing. You secured the signatures of 1,500,000 women who protested against this polygamous representative being in the highest office in the United States Government. It is a political question. It will never be settled in my opinion until there comes along some courageous President, with the courage of his convictions, and who says to Congress, "You must settle this great question and settle it right." And that President will come along when he understands that it will be of interest to him to get the people of the United States on his side rather than on side of the Mormons. I will tell you what will happen to a great many of you ladies when you go home and tell your husbands that polygamy was discussed at this Congress; they will say, "Why, polygamy is a dead issue, a thing of the past." The Mormons, through their insidious methods, have scattered this impression abroad. There was a list of over 250 new polygamists published in the Salt Lake *Tribune* recently, and the names of two or three of their wives, making in the neighborhood of one thousand people who have gone into this *new* polygamy recently.

ELEVENTH SESSION

HOTEL RALEIGH

MONDAY AFTERNOON, APRIL 27TH

Half after Two O'clock

THE CITY'S PROTECTION OF CHILDREN BY PREVENTION OF CONGESTED DISTRICTS

BY BERNARD J. NEWMAN
of Philadelphia
Secretary Philadelphia Housing Commission

At first glance the subject looks rather dry and technical, uninteresting save possibly to the city planning specialist. The ideas it stimulates centre around buildings and plans and land overcrowding, physical factors, as it were, divorced from human sympathy. The mind's eye sees a jungle of masonry, timber and mortar, a cluttered grouping of structures lacking architectural beauty and devoid of attractiveness, a blotchy mass among the dwellings of the city. Moreover, as we look at the pictures it conjures, we see various forms or vile-smelling insanitation, rubbish heaps, yard vaults, sloppy drains, insanitary stables and abounding filthiness. The whole is cold and inhuman with its physical suggestions that are ugly and forbidding.

Human Side a Subject

There is, however, more to the subject than the physical suggestions it awakens. Behind each wall of the many buildings that go to make up congested areas are the throbbing hearts of our human kind. There can be found men, women and children, swayed by human emotions, torn by human passions, wrecks of human greed, aye, of grossest immorality but human beings, nevertheless, like as we are, fashioned by the same Almighty hand that gives life to the amoeba and transforms the field of labor for the wisest savant. There the mother gives birth to her babe, croons over its cradle or watches with dreary solicitude the last ember of its little life flicker away. There hearts are made happy by love, or heavy from bearing "the crosses too heavy for mortal to bear." There weary wrecks of manhood and womanhood vie with each other in touching the depths of soddenness and misery. There heroic mothers and ambitious fathers scrimp and economize, if happily they may save enough to take themselves and their children away to a better home in a better part of the city or country.

To those who have had the good fortune to penetrate the mysteries usually hidden to the intelligent public by the barrier of class or by the slavish concentration on affairs pertaining only to the self, the congested areas of our cities tell many stories full of human interest, reveal many problems created by the community's failure to take thought of its own growth.

Congestion Defined

Almost every large city has its congested areas. That is, its sections where the number of buildings upon the land or the number of people within the buildings is too numerous to permit wholesome living. Some cities, through a false beginning and long neglect, have this problem in a more acute form. Here it is caused by the repetition on a small space of the hideous monstrosity of cells called apartments welded together by flimsy walls and nicknamed a tenement, or by numerous small dwellings built back-to-back on minor streets, or huddled together in immodest proximity in narrow courts and alleys. In other

cities the congestion is less acute though not unalarming, for it is developing with all the promise of ultimately becoming as pestilential as in the older and larger communities.

Cost of Congestion

Congestion never appears without exacting its price. Analyzed, its evils show high morbidity and mortality rates as illustrated in some of the alleys of Washington, where one baby out of every three born each year dies before it is a year old, or in Philadelphia, where, in the slum districts, one baby out of every five so born dies each year. Out from its loins misdemeanors and crimes come in ever increasing numbers, while along with it appear abuses of sex of most loathsome ugliness. One small block highly overbuilt in Philadelphia had, for a period of three years, an average of one arrest each year for every four persons living therein, while, from the thirteen alleys, ten sent, in 1910, children to the Children's court and two sent every child. The country over, 90 per cent. of the children taken to the juvenile courts come from bad environments. Moreover such areas deprive the children of normal play space and curtail wholesome recreational facilities for adults, driving both away from their homes for their amusements to the lurid picture shows or to the more questionable back rooms of saloons and dance halls. There is also industrial inefficiency among workers due to the slow recovery from sickness, and intermittent labor due to the frequency of sickness, combined often with the lack of a trade or the loss of ambition and of vitality which has its reaction upon the care given to the children. This loss of wages creates an economic problem that effects the tradesmen, and beyond them society, in the drafts made upon public and private charity for food, medicines, free nursing and medical treatment. Moreover the price such areas exact is reflected in every tax rate and in every budget where the demands for special funds for backward pupils, additional police for the criminal districts, additional hospitals for the contagious patients, vie with the demands made for other forms of public welfare work. High rents, small rooms, high taxes, all alike, are products of that community short-sightedness which permits houses to be built too closely together and to be occupied by too numerous a population. Justice Hughes once said in New York to a group of persons interested in securing an increased appropriation for social welfare work, "It is almost useless to expect the appropriations to keep pace with the needs so long as we allow the conditions to exist that make new victims for whose care the appropriations are asked."

Congestion Unnecessary if There is a Community Program

Congestion is absolutely unnecessary in every city in this or any other country. Where it is prevalent it is an indication of failure on the part of the community to think in terms of the future and to plan so as to control the city's growth.

Congestion can neither be prevented nor corrected unless the community is willing to formulate its plans not with the idea of securing artistic boulevards nor with timidity for fear of interfering with property rights, nor in response to a well-boomed campaign in behalf of sectional needs, but rather in terms of the greatest possible good for the community as a whole.

Legislation

It matters very little whether the aim is for the prevention or for the correction of congestion, the program needed is fundamentally the same. *Primarily* it must *include restrictive legislation* controlling the erection of buildings and the development of housing areas. By this I mean it must legislate to secure adequate light and ventilation for all buildings used for human habitation. Sunlight is a ger-

micide, and the most effective means not only for eliminating disease germs but for driving out dampness from buildings. Moreover, it must provide for their proper drainage and adequate water supply, and other sanitary conveniences.

Occupancy.—Legislation is not sufficient unless it goes further and includes supervision of the occupancy of buildings. We must not lose sight of the fact that the very best constructed buildings may become slums through occupancy conditions.

It is entirely possible for a population of 1300 people to the acre to be housed in the new law tenements of greater New York and this under conditions which legally would not mean overcrowding. Who is there who will say that 1300 people per acre is not gross overcrowding? As in New York so in most of our larger cities where the laws on the statute books have been modeled, in this respect, after New York City. Added to this condition is the overcrowding of room space which so often occurs in tenements and dwellings where there is a dearth of inspection service and control. It is quite common to find from five to seven people occupying a small room of less than 150 square feet of floor area, while, occasionally, eight, ten and twelve people have been found sleeping within such narrow quarters.

Moreover, uncleanliness, which largely enters into the consequences of congestion, does not come under structural so much as under occupancy regulations. Granted, the very best program possible for the prevention of congestion insofar as the character of the building is concerned yet it must be supplemented by supervision and control of the occupancy of the buildings themselves. Legislation along such lines is only the first step in the program for the elimination or prevention of congestion. Any program to be at all effective must go beyond these primary requirements and include an adequate zoning system, the regulation of the heights of buildings and the width of the streets.

Width of Streets

Perhaps it may seem a long distance from congestion evils to town planning schemes yet the step is not as long as it seems. The width of the street, as a rule, determines the number of buildings upon a given area. If the street is wide, the chances are exceedingly great that it will be utilized for higher grade houses. It is financially unprofitable to use it for small dwellings unless these small dwellings are sold for exorbitant prices. The cost of up-keep, the charges for paving, for sewer construction, and other street improvements which fall upon the adjoining property holders is necessarily increased with every increase in space between opposite building lines. This added cost also means added values to the land, often approximating a sum too high to justify a small workmen's-homes development.

If the streets are narrow, while the foregoing costs are thereby reduced, yet the number of buildings upon the land is correspondingly increased. The result is that, under the lax methods of control, values so increase that they affect rents and the number of rooms which it is economically possible for the workman to rent is reduced. With every increase in the value of buildings, with every rise in rent, there is, for a large proportion of the people in our cities a corresponding reduction in the amount of room space that is rented per family.

Heights of Buildings

Then again, consider the factor of tall buildings. We find that congestion of population is intensified, necessarily so, with every story that is added to the building, while the open space surrounding the building is correspondingly reduced. This increase brings with it also higher rent values which, in turn, necessitate a more concentrated development of properties. The best illustration of this is in downtown New York, although the migration of the tenement to upper New

York is fast furnishing another notable example.

One solution to this congestion which controls the heights of buildings, the values accruing from the proper planning of the streets, that checks the abnormal rise in land values and prevents the deterioration of neighborhoods, centres in a well established zoning system. We have not, in this country, developed many far-sighted town-planners. Indeed, the number of housing men who are capable of seeing beyond the limits of legislation are exceedingly few; for that reason, we have failed to establish zoning systems within our towns and cities such as have been established in Continental communities.

Zoning System

By a zoning system I mean a definite plan controlling the number of houses that may be built upon an acre, the character of such buildings and the uses to which they may be put. It is entirely possible for a well developed area to be radically changed with a decline in the value of houses for residential purposes by the erection of a loft or factory within its limits. In Philadelphia the most desirable parts of the city have been encroached upon by business; not because it was necessary that business should so encroach but because the freakish conception of the business man, thinking only in terms of self, built his factory in a residential neighborhood and thus started the downward trend.

There is no reason why cities should not be planned so as to use their natural advantages for the purposes for which they are adapted. For example, most of our cities have been developed along lines of railroads. Where is there a better place for the segregation of industries, with workmen's homes adjoining, than along the line of steam transit where the workers may be within walking distance of their places of employment? With workmen's trains with low fares upon such lines men may transfer their employment from factory to factory at a comparatively small inconvenience to themselves. There is thus established a greater mobility among workers and also there is offered a larger ready supply of workers for factories. As one of the causes for congestion is the desire to live within walking distance of the place of employment, this arrangement in our cities would tend to prevent the further development of congested areas.

Now, do not mistake, I am not offering this as a possibility within the immediate reach of communities that are already built up. It is not a suggestion for the depopulation of congested districts, but it is one means to prevent further congestion in areas not now developed but which will, in a comparatively few decades, became highly over-developed. A zoning system, therefore, that would determine in what areas tall buildings might be erected and limiting the heights of such buildings to a standard that would permit the entrance of direct rays of sunlight to the windows on the lower floors of the buildings opposite, and the number of such buildings to the acre would be a long step toward the desired goal.

Factory Distribution

You can see, as a part of this program factory distribution and transit development are vitally essential. In many instances our factories are tending toward the suburbs. There is this natural gravitation to more desirable areas. Witness this in the immense schemes under way at the Bush Terminal in Brooklyn, or the satellite cities that have sprung up adjacent to our larger cities throughout the country. Witness also the migration of factories to suburban towns. With such factory migration there has gone also, in many cases, but not always, a migration of workers.

It is too much to expect that our cities will attempt to make over their older districts; the power of the property owner, who has investments in so-

called down-town properties, is too strong and the influence which he asserts is too ever-present to expect a radical transition from any other than economic causes.

Transit

Perhaps one of the most influential methods to depopulate a congested section is an adequate transit system. I do not mean a transit system planned so as to return a large percentage upon the investment to the holding companies that in turn have to pay often a larger percentage of interest to subsidiary companies that make up their constituent membership, but I do mean a transit system planned to carry the people from the centres in which they live to the centres in which they work and where they do their trading, that is, to the industrial and commercial points to which their interests take them. Such a system, for example, as was planned and carried out in the city of London which, tapping the inner circle, carried its population to the outer areas and, in less than a score of years, reduced the population of the inner circle by over three-quarters of a million people.

Our communities are appropriating funds for the building of transit lines or they are making loans to private corporations for the construction and operation of transit lines, yet they are held under the sway of the desire for profit to the private corporations who do the work of construction and maintenance. An adequate transit system, determined not according to the present traffic flow but according to the social and business needs of the people, will, in time, reduce the congested areas and will open up undeveloped areas where land is comparatively cheap and, at present, unattractive.

Let us remember, however, that transit development is not, in itself, a panacea. There are certain communal regulations to control the development within the newer areas that such a transit system taps. Moreover, the value of such a system is minimized if these regulations are not established before the transit system is projected. The community will, to a limited extent, benefit from expenditures for such purposes, for such areas will become centres for similar congestion, though the period of time in which they will reach the density of the older areas may be extended over a number of years.

It is highly necessary, therefore, that, in improving the traffic conditions of a community, we see that such improvement goes hand in hand with the establishment of a zoning system, the regulation of the heights of buildings, the lay out of city streets and the limitation as to the number of buildings upon a given area. Even then the program is not completed nor will it be completed unless attention is paid to the system of taxation in the community.

Taxes

I know of no more antiquated system for raising funds than that in vogue in most of our American cities where the energetic element is penalized every time it attempts to improve undeveloped lands and where the man, who plays the dog in the manger, simply because of his pugnacity, profits by abnormal financial gains.

I do not pretend to lay down a definite system of tax reform, the time will not permit, but we must have a more equitable system than that which now prevails, and such a system must take cognizance of the fact that the community prospers when it is a home-owning community. It can never become a home-owning community in the best sense of the word so long as it fails to encourage the small owner. It may be that a preferential system of taxation for workmen's dwellings will meet the need; or it may be the halving of the tax on the property; or, perhaps, the result of tax reform as advocated by our single tax friends. The method is immaterial in this paper, but

the necessity for some reform cannot be emphasized too strongly.

I feel as if I am simply cataloguing the various methods which must be adopted by our communities in order to eliminate congestion or to prevent its development or spread, but one or two other points must be considered even at the risk of having the catalogue seem too long.

Racial Instincts

Few of us realize the power which social or racial instinct has for drawing people of a type together. Long after a family has risen above the financial necessity to occupy an undesirable district it is held there because of the proximity to amusement centres which cater to tastes that have become fixed. Even though the attraction of such centres may be overcome such families are often held by the friendships which they have made with people of their own class and mental intelligence, a sympathy of kind has its magnetism and works against the desired upward evolution. Of course, over against this are the germinating ideals of our American schools which tend to make the growing children discontented with their surroundings. In this there is hope that the racial and social types which now are retroactive may be overcome by the education of the children.

Municipal Loans

Finally, and as important almost as any other single provision which I have cited, there is the necessity for the elimination of the financial burden which rests upon the wage earner in the matter of the building of a home. I do not refer here to the economic conditions tied up with an inadequate wage system nor to the still more vicious economic system which fails to regulate conditions of employment and to guarantee to every worthy man regularity in labor at a fair compensation, but I do refer to the heavy carrying charges which form a part of every building operation.

In our cities men build homes upon a speculative basis. They have a little land and, on the strength of that land, borrow money with which they begin a building operation. They pay for certain portions of the work done by sub-contractors in mortgages upon the property. They anticipate long months of empty houses. Hence, for the money they use they pay heavy carrying charges. It is not at all uncommon for such speculators to increase the sale price of their buildings from 15 to 30 per cent. because of the rates which they have to pay for the use of the money, and the months when that money is not earning a return. It is absolutely essential to free building construction from its speculative character and to enable the honest worker to borrow funds at a low rate of interest for home building to the end that this may be done, our municipalities much secure the power to make loans on guaranteed security for building purposes.

The proposed bill now before the Senate to vote $10,000,000 to the city of Washington is a step in the right direction if, from that bill, the requirement is lifted that the borrowing companies must not earn more than 4 per cent. on their investment, thus taking the bill out of the sphere of the semi-philanthropic agent only and opening its splendid possibilities to the honest operative builder.

Conclusion

In conclusion let me say that the elimination of congested areas as well as the prevention of congestion requires a program that includes legislation controlling the character of buildings to be erected and their occupancy, establishing adequate zoning systems which will regulate the width of streets, heights of buildings, play areas and factory distribution, as well as expenditures for transit improvement, methods of taxation and methods of financing home building. These all spell large expenditures, wise plan-

ing and forethought, but the things that they will purchase are of infinitely greater value than the price which they exact, for be it remembered that what we are seeking is not more beautiful cities, much as that is desired and advantageous as it is, but, healthful cities where the growing children may live under conditions which will help their moral, spiritual, intellectual and physical development. Where they may be free from the burdens which tend to restrict them, where they can develop into the kind of citizens, we want them to be in this land dedicated to the maintenance of free opportunities for all.

These children are future parents.

These children are future voters.

It behooves us to see they are started aright. You, who are laboring in behalf of better motherhood, control the situation much as President Hadley's son.

If you will it so, so will it be. Jane Adams once illustrated the resourceful activity of the American woman once she had a worthy labor to perform.

REPORT OF THE NATIONAL COMMITTEE ON COUNTRY LIFE, APRIL 27, 1914

BY L. W. PAGE, CHAIRMAN
of Washington, D. C.

At the Boston meeting of the National Congress of Mothers, last May, the Chairman announced the general policy under which it seemed advisable for the Committee on Country Life to work for the present: That, as the question of local transportation is probably the most important underlying factor in the improvement of country life conditions, and as no other system in the interest of rural welfare can be developed or improved without a systematic improvement of road conditions, the Country Life Department will take up the question from the standpoint of the benefit derived from improved roads. In pursuance of this policy, the Chairman of the National Committee on Country Life respectfully submits this report to the Congress, in the hope that all in attendance will make a special effort to aid the State Chairman in their Country Life Work, along the lines of a plan which I wish to present in connection with this report, as a separate paper.

Several of the State Chairmen have accomplished good work in their country districts, but I have been unable to obtain their reports in time for this meeting. One notable achievement was the introduction into the schools of New Jersey of a course in road study, through the efforts of the State Chairman, Mrs. A. H. Reeve. We feel that this may do lasting good inasmuch as it is the children of the present who will build our roads in the future.

It may interest the Congress to know of a contest carried on under the suggestion and guidance of your National Chairman, which has just closed, and which thousands of children entered from all over the United States. Even a few from Canada participated. One gold medal was offered, and two silver medals, as prizes to those children submitting the three best compositions on the "Repair and Maintenance of Earth Roads." The age limit was 10 to 15 years, and the contest was to be entered only by country children. The best three papers will be published shortly. But among the numbers received, there were many other excellent papers besides the three leaders, some of which contained very trenchant statements. In short, the frankness with which the children reviewed their elders' shortcomings on the road question offers an added argument in favor of the children's education on this subject. At least they will study it with an openness of mind which has not always been met with in their parents by the

workers for this cause. The statement of one child, that "Good roads don't exist natural," was followed up by paper after paper stating, in substance, that intelligent work at the proper time was the only sensible method of road improvement.

It is to secure this intelligent work at the proper time that I would urge every local woman's organization, not only those affiliated in any way with this admirably equipped Mothers' Congress, but those independent local clubs, and those co-operating in some other active organization, to carefully consider the practical possibilities of every phase of the plan which the U. S. Office of Public Roads hopes to carry into effect. Where possible, I would earnestly ask that you co-operate with that office in this important venture which depends so entirely on the work and support of the American women. A letter has been mailed to each State Chairman of the various Country Life Departments, together with a number of copies of this plan which I will now read to you, and for which I bespeak your thoughtful consideration:

Suggested Plan of Co-operation with Various Women's Associations

In the report of the Country Life Department of the National Congress of Mothers at the Boston meeting last May was the following paragraph:

"It is urged that States make a study of the condition of their unorganized rural districts with reference to the condition of roads and their relation to the rural conditions; that pictures be taken to illustrate reports on the studies, which reports should be sent to Mr. L. W. Page, and that two years after States had worked on the rural problems through the Country Life Department, a new study should be made to show results. The town people should educate town children on their dependence on rural conditions and create in them a sense of their responsibility to help improve country roads."

Much good work has been done under the various State Chairmen of the Country Life Department, as well as by other women's organizations, but there has been no systematic work along the lines of the above paragraph, so far as I have been able to learn. It is to be expected that, in order to accomplish any useful permanent welfare work in the rural communities, the work of road improvement as an underlying factor will be taken up in an intelligent manner. Since the Office of Public Roads desires to carry out on an active schedule a plan of organized effort among the various women's clubs, it seems to me an excellent opportunity, productive of almost immediate benefit, if the women, through their various associations, would co-operate with that office in this organization of effort.

For instance, it is hoped that each club will pick out as its object-lesson or Model Road, some stretch of road to be improved as a practical demonstration of the club's policy, in short, to prove its reason for existence. In order to make an intelligent selection of the road whose improvement will mean most to the community, and to educate themselves as well as the community at large, the club will take up definite phases of the road work under projects, as follows:

1. Project on model road.
2. Project on local economics.
3. Project on publications and photographs.
4. Projects on education of school children.
5. Projects on ways and means of financing.
6. Project on cost accounting.
7. Project on publicity.

I will describe the main objects under each project a little later, but wish to ask first, that each womens' club will go carefully over these projects in order to make any necessary changes or additions because of local conditions. If they then call a meeting for preliminary arrangements, active work may begin by the coming

fall, and tangible results may be looked for during the year 1915.

The office will probably need to appoint later on as one of its own force, a woman to act as organizer, who will start similar work in counties throughout the United States. Ordinarily such a position would be filled through examination by the U. S. Civil Service Commission, but if the U. S. Civil Service Commission should find it possible to waive this formal examination, the Office of Public Roads would appoint as Organizer at an adequate salary, that woman who, as the representative of her association, has accomplished the most permanent and useful results at the end of one year's work under the office plan. It must be understood that this plan is merely tentative, but if it is put into effect, the office will send out upon request a statement of the detailed conditions and qualifications necessary in entering the contest. Every woman who may desire to announce herself as one of the entrant Organizers will be expected to send the office a quarterly report of the progress of the work, with a final report at the year's close. These reports will be considered in place of the usual formal Civil Service examination that must otherwise be given, and should contain detailed account of progress in improving any specific road, also any steps taken in improving country road administration, keeping of county cost accounts, improvement in methods of maintenance, and other phases of the work which may be undertaken.

However, independent of the contest, or as an aid to such contest, I would urge that the clubs who will cooperate in this road campaign give the work under the projects a fair trial for one year. Where any club desires a further detailed program for a set of one year's meetings, copies of such program will be furnished upon request to the Office of Public Roads.

As I mentioned previously, the seven projects afford a working foundation for the progress in each club, and the details under each are as follows:

1. *Project on Model Road.*—As the name of this project suggests, the club working along the lines indicated here will focus all its efforts toward the selection and improvement of some important road leading from the main market town to the rural section. As an aid in such selection the club may study the roads of the county (or other local subdivision, such as township or road district) in connection with traffic conditions; that is, which road is most travelled from farms to markets, what branch roads are next in importance, the improvement of which road would benefit the largest number of people in the district, not alone for marketing utility, but for social and educational purposes. It is well-known, for instance, that about 20 per cent. of the roads in any locality carry about 85 per cent. of the entire traffic. Under this project and the Project on Ways and Means of Financing some joint studying must be done to decide as to the kind of improvement which the people of that road district can afford. The local road authorities may be able to give some needed facts. In carrying out the work under this project, application will be made under the Project on Publications and Photographs for various helpful publications. Office of Public Roads bulletins and manuscripts can be obtained, describing different types of roads, and giving advice as to the best material to be used in road improvement. The respective State Highway Departments may also furnish information.

2. *Project on Local Economics.*—Under this project will be gathered and tabulated, all available statistics regarding local cost of transportation of crops and domestic goods, etc., also figures on taxes and property values, and real estate sales along good and bad roads. It would be advisable to keep careful accounts of these facts along a road before and after improvement, but the accounts should be as nearly as possible authentic, if facts and figures for various counties are to be at all useful in investigations de-

manding comparison. Local "stories" should be collected showing losses by farmers and consumers because of impassable roads, how they have affected acreage and variety of crops, and waste of labor on the farm, as well as high prices and scarcity of food supply in town. Application under the Project of Publications will supply this project with U. S. Government bulletins, and State publications. For instance, Office of Public Roads farmers' bulletin No. 505 on The Benefits of Improved Roads, and Bureau of Statistics bulletin No. 49 on Cost of Hauling Crops, might be of use.

3. *Project on Publications and Photographs.*—Under this project the club will procure from the U. S. Office of Public Roads, and from the respective State Highway Departments, such available publications and lists of same, as are useful for the different committees in their work. They will also be on the watch for any other useful articles, such as are published from time to time in periodicals, which may contain helpful suggestions. This project also provides for photographs to be taken of any road or roads it is planned to investigate or improve, to be taken before, during and after improvement. These must be correctly labelled and where practicable, an index kept of them, to be able to supply the different committees with pictures where needed to demonstrate different phases of the work to the club and to the public. Where the photographs are really applicable to some distinct point in the club's work, as in maintenance, economics, etc., the Office of Public Roads is willing to co-operate to a certain extent in printing any films that are sent in with labels and accurate data accompanying. The club will be sent a set of the prints for its use, and on occasion the office will be glad to enlarge some especially successful photograph for the use of the club. Under this project the club can write for further instructions as to the rules and regulations of the Office of Public Roads in sending publications and photographs.

4. *Project on Education of School Children.*—Under this project the club may study the advisability of introducing a short course on the elementary economics and principles of road improvement, into the common schools, or, where this is not practicable, of introducing it into the agricultural school courses. Other than this, a Good Roads Day might be used to bring the subject to light in the schools at least once a year, with a well-planned programme. Within a few months the Office of Public Roads hopes to issue a bulletin dealing with the road question along lines desirable for children's use. The clubs may procure some helpful hints by watching the road study course as it is being pursued in the schools of Massachusetts and New Jersey. Mrs. A. H. Reeve, State President of the National Congress of Mothers in New Jersey, succeeded in introducing the subject in the schools of her State, and may possibly be able to offer suggestions in the work. The Office of Public Roads has some useful statistics concerning roads in relation to education.

5. *Project on Ways and Means of Financing.*—Under this project the club would study the existing means of raising revenues for roads in that county or road district, in comparison with those methods which have proved successful in other localities under like conditions. It would study how best to raise funds for use on their Model Road, and the most economical methods of maintaining it when completed, as well as other existing roads. It might be advisable in this connection to become acquainted with various laws and legislation, to the end of deciding on the most ideal laws for that locality. Through the Project on Publications the club can obtain literature with reference to road revenues and financing, such as the Office of Public Roads bulletin on Bond Issues, and on the Repair and Maintenance of Highways, also manuscripts relating to Road Financing, as well as the State

Highway Departments' publications of those states having active highway supervision. Certain women's clubs have in the past raised funds for certain road work, and might be called upon to give suggestions to other clubs.

6. *Project on Cost Accounting.*—Under this project the club might inquire into the county's methods of keeping accounts of revenues and expenditures on roads, and whether such accounts are carefully kept. It would keep an accurate cost account of money, labor and material, etc., expended on the club's Model Road. When local accounts are found in lax condition, or in worse than none, the club could create a demand that such accounts be kept, always in such shape that the people may know when and where their tax money goes. One of the great hindrances to those studying road economics up to the present time has been either the total lack or ineffectual keeping of accounts by local road authorities. The result has been waste of the people's money, and criminal repetition year after year of the same unwise methods, furnishing no reasonable data to work from. The Publications Project can be called upon for papers and bulletins in this work, also.

7. *Project on Publicity.*—Under this project arrangements should be made to see that the work of the club especially in reference to the Model Road is given authentic reports in the local papers whenever advisable. Photographs of roads may be needed to bring vividly before the public certain disgraceful local road conditions. At seasonable times short articles in local papers might do much toward education of the community in regard to correct road methods, not only in construction, but in administration and legislation. Where the authors of such articles wish to verify their statements, they could submit the article to State or Federal authorities if practicable, in addition to the use of bulletins and manuscripts in reference work through the Publications Project.

Respectfully,

L. W. Page,

Director.

The State and Child-Welfare

TWELFTH SESSION

MONDAY EVENING, APRIL 27TH

Eight O'clock

TEN YEARS IN A JUVENILE COURT

BY HON. JOHN M. PATTERSON
of Philadelphia, Pa.

It has been my privilege to be associated with the juvenile court of Philadelphia since November, 1904. In that year I was appointed an Assistant District Attorney and assigned to cases in what was then known as the "new" juvenile court. The idea of a separate court for children was rather novel at that time and was looked upon by the general public with something even more skeptical than suspicion. It is true that in 1893 an act was passed providing that no child under sixteen years of age, under restraint or conviction, should be placed in any apartment or cell of any prison or place of confinement, or in any court room, during the trial of adults charged with or convicted of crime, and that all cases involving the trial and commitment of children for any crime or misdemeanor in any court might be heard and determined by such court at suitable times to be designated therefor by it, separate and apart from the trial of other criminal cases, of which sessions a separate docket and record shall be kept. So far as I can find little heed was paid to this act. In the spring of 1901 the legislature of Pennsylvania passed an act creating a Juvenile Court; but this act was declared unconstitutional after it had been in effect a few months, on the theory that it deprived the accused of the right to a jury trial.

The legislature of 1903 framed a law which preserved inviolate the ancient right to trial by jury, by providing that "Nothing herein contained shall be in derogation of the powers of the courts of quarter sessions and oyer and terminer to try, upon an indictment, any delinquent child who, in due course, might be brought to trial."

The preamble to the act of 1903 stated that, "*Whereas,* the welfare of the State demands that children should be guarded from association and contact with crime and criminals, and the ordinary process of the criminal law does not provide such treatment and care and moral encouragement, as are essential to all children in the formative period of life, but endangers the whole future of the child;

"*And Whereas,* Experience has shown that children, lacking proper parental care or guardianship, are led into courses of life which may render them liable to the pains and penalties of the criminal law of the State, although in fact the real interest of such child or children require that they be not incarcerated in penitentiaries and jails, as members of the criminal class, but be subjected to a wise care, treatment and control, that their evil tendencies may be checked and their better instincts may be strengthened;

"*And Whereas,* To that end, it is important that the powers of the courts, in respect to the care, treatment and control over dependent, neglected, delinquent and incorrigible children, should be clearly distinguished from the powers exercised in the administration of the criminal law." The act then goes on to provide for the hearing of cases of children under sixteen years of age.

It may be interesting to note that the establishment of a Juvenile Court in Philadelphia, and in fact throughout Pennsylvania, was brought about through the efforts of good citizens of Philadelphia.

Some time in 1899 a little girl, aged eight, was charged with arson and convicted. She was about to be sent to the House of Refuge—a most worthy reformatory, but entirely unfitted to deal properly with a child of such tender years who possessed no real criminal tendencies. Some good ladies became interested and through their influence and work the Juvenile Court movement was started in Pennsylvania. At first the idea was looked upon as the dream of some well intentioned theorists; after that it was regarded for awhile as the harmless fad of a few dilettanti; while to-day it is considered an established and necessary part of the judicial system of the Commonwealth of Pennsylvania and one which does much to promote the general welfare.

After the establishment of the Juvenile Court, the Judges of the Courts and the District Attorney of Philadelphia were at first very conservative in dealing with the new court. The old order of indicting everybody, including children, was still followed. Finally the District Attorney was persuaded to omit indicting all children under the age of sixteen, who were charged with offences and whose cases were to be heard in the Juvenile Court. This meant quite a sacrifice to the District Attorney's office in the way of fees. Under the law of Pennsylvania, while the District Attorney and his assistants get a fixed salary, yet this salary is not payable until earned by the office, in fees charged for the various official acts of the District Attorney.

It has happened on several occasions that children under sixteen have been charged with murder. At first the Judges of the Court were loath to hear such cases in the Juvenile Court, some of them stating that they had no power under the Act to do so. Finally they were persuaded that all cases of children under the age of sixteen should be heard in the Juvenile Court. These two concessions have done much to make for the efficiency of the Juvenile Court.

I need not tell this audience of the benefits of a juvenile court nor of the details which involve its operation. Suffice it to say that we have a judge who hears the cases, a number of probation officers who investigate the antecedents of the children and the causes which have brought them into the court. These officers report the result of their investigations to the judge, and are also placed in charge of those children who are put on probation by the court.

All fair minded people will admit that the juvenile court has been a decided improvement over the system in vogue before its adoption. Charles Dickens, in the pages of Oliver Twist, has given us a picture, slightly exaggerated, perhaps, of the way juvenile offenders were treated in the early Victorian days.

Oliver was locked in a cell, whose shape and size was "something like an area cellar, only not so light. It was most intolerably dirty, for it was Monday morning, and it had been tenanted by six drunken people, who had been locked up, elsewhere, since Saturday night."

What a difference between the children's prison of that day and the houses of detention of our day!

And how differently the child is treated by the court to-day.

"'How do you propose to deal with the case, sir?' inquired the clerk in a low voice.

"'Summarily,' replied Mr. Fang. 'He stands committed for three months —hard labor, of course. Clear the office.'

"The door was opened for this purpose and a couple of men were preparing to carry the insensible boy to his cell."

There is no doubt that our present system is decidedly better than the old method of dealing with juvenile delinquents, but there is still plenty of room for improvement.

Most of the laws relating to juvenile delinquents and dependents have been passed within the last ten years. When they were proposed and adopted

they had not been to any great extent the result of actual observation and study, but were rather based upon preconceived theories adopted hastily and emotionally in an effort to deal more humanely with children. It must also be remembered that the juvenile court idea was not the result of a great popular movement. It was, on the contrary, at first frowned upon by the populace or else treated with utter indifference. The newspapers supported the idea but the average mother and father did not, and does not want "strangers" regulating their homes or interfering with their parental rights. They do not want their children to be *corrected* or *fondled* by agents of societies or by officers of the court. Most of the parents, with whom I have come in contact, prefer to have their children left alone by the Society and by the Court until the child has been arrested for some violation of the law. Even then I have found that, with few exceptions, the parents prefer that the child shall *still be left alone* and not "interfered" with by the society agent or the probation officer.

In the "good old days," when the boy was arrested, it was easy, if the father had any influence at all, to have the boy discharged by a friendly magistrate or a kindly police lieutenant. So you see that those back of the juvenile court movement were compelled to take what they could get at the hands of the legislature, when it came to creating a new court and changing the existing law. The wonder to me is that they did as well as they have done. I must confess that the law makers of Pennsylvania have always taken a most kindly attitude toward the Juvenile Court movement. But as I have already stated in my opinion the movement is still in its infancy.

The ramifications through which the juvenile court influence extends are varied and numerous.

The purposes of the juvenile court, however, may be divided into two groups: those which deal with the prevention of juvenile delinquency, and those which deal with the cure of juvenile delinquency.

In considering the means of preventing juvenile delinquency, one is met at the outset with a number of problems, so coupled and involved as to deter the ordinary person from attempting to solve them. For instance, the question of the civic conditions under which the child lives, the character of the neighborhood where his home is located, the social and financial position of his parents, the morality of the home, the schooling which the child has already received, the physical condition of the child, as well as the mental, moral and temperamental constitution of the particular boy or girl. Back of and beyond all of these influences in juvenile character is the question of heredity.

These subjects can only be dealt with by specialists and experts, who, in addition to possessing the required knowledge and experience, broad minds and big hearts, must also be men and women possessing real human sympathy. The limited time which I have to-night prevents my dealing with any of these questions, except in the most superficial way.

As to the other question, namely the cure of the delinquent child who comes into the juvenile court, I feel that my experience enables me to speak with some little degree of familiarity. But even this subject is a broad one, in my opinion, and can be best handled by a study of the problems by experts who exchange their views through the agency of associations, and conventions of men and women interested in child-welfare.

The cure of the child includes, amongst other things:

First, an effort to correct any physical defects in the child, such as disease and deformity, and mental deficiency—if it be curable.

Second, to cure any social defects, such as bad home conditions, bad neighborhood conditions, and poor school conditions.

Third, to cure any remedial defects,

such as a defective juvenile court, and defective child helping societies.

Let us take these three heads in the order named.

I have found from experience in the juvenile court, that many of those interested in child-welfare are well-meaning, kind-hearted, but impractical persons, possessing, very often, a hobby, which is ridden to death, and to the utter neglect of all the other phases of this very broad question of child-welfare. For instance, those interested in the curing of the child's physical defects frequently think that medical treatment is a panacea for all the other ills to which the child is heir. I remember a few years ago it became a very popular thing in Philadelphia to remove the adenoid growth from children, and this was carried to such an extreme that it was urged that every child that came into the juvenile court should have his or her adenoids removed, willy-nilly. In fact some enthusiasts insisted that it be done whether the child had any growth or not.

Then a little later came the question of mental deficiency, and many of those interested in that question insisted that every boy or girl who came into the juvenile court was an imbecile of some degree or other. It was urged by many of those interested in that aspect that the treatment accorded to a mentally deficient child was the only kind of treatment that should be used in dealing with all delinquents.

Then there were those interested in the development of child helping societies, Children's Home Societies, Societies for the Prevention of Cruelty to Children and Juvenile Court Committees. Many well-intentioned persons interested in this aspect of the subject thought that the only solution to juvenile deliquency was to take the child away from its home and place it in an institution. The result was, in many instances, a breaking up of the home, and the cause of much sorrow and anguish of the parents, and of the child. Sometimes after the child was taken away from his home and placed in an institution, the father, in an effort to drown his sorrow, would get drunk, come home, abuse his wife and get arrested, thus taking away from those dependent upon him, their only means of support, and placing the wife at the mercy of charitably disposed persons.

One of the criticisms which I have to make in regard to child helping societies in Philadelphia, is that there are too many of them. I do not say that one society would be adequate to handle all the cases that come into the juvenile court, but I do think that there is too much duplication of effort. This not only results in a waste of effort but also sometimes causes friction between one society and another. This, of course, is harmful to the child. It seems to me that the proper theory would be to have a central bureau of inquiry and advice, where all cases of child need might be diagnosed and to which all helping agencies might refer all applications. With such a single bureau, duplication of effort would be avoided at the outset.

There are some objections to this plan, however. Philadelphia is a city with a million and a half of inhabitants. Its population is made up of native and foreign residents; the native residents differ as to religious belief, and the social status of all the people is not the same. The foreign population is, of course, made up of different nationalities, differing in religion and in language and race. These differences, together with the great number of persons to be dealt with, make the single bureau idea somewhat impracticable, or, at least, very difficult to properly organize.

There are three main features of such a plan, however, that are apparent to everyone, and well worth considering:

One is the elimination of waste effort; another is the likelihood of a more thorough and skillful performance of the work to be done; and

another is the fixing of responsibility in the hands of a few.

Of course there is bound to be, and properly so, the question of religious training of the child. Under the theory of our law, the child should be brought up in the religion of his fathers, unless such child, of its own free will, prefers some other religion.

Another question which has caused discussion in Philadelphia is whether institutional care is better than the supervision of children in family homes. I know of a number of worthy institutions which do good work in caring for and in training boys and girls; I know of some that are not so good; I know of some others that are really bad, and do more harm than good. On the other hand the placing of children in family homes has its advantages and disadvantages, too. There is no doubt that in a good home, where godliness, cleanliness, kindliness and intelligence prevail, the ordinary child is better off than in any institution. But how many of such homes are willing to receive the boy or girl that gets into the juvenile court? Are the occupants of such a home likely to be of the same religious persuasion as the boy or girl who is committed to that home by the juvenile court? Even admitting that the occupants of the home are willing to receive that boy or girl, will the cost of maintenance be moderate enough to justify the maintenance of a child there? These and many other questions are bound to arise in discussing the problem. Even when the child is successfully placed in such a home, there must be a supervision of the home by the juvenile court or its representatives.

Certainly, and speaking from my own experience, I must say that the quality of service rendered by our best institutions is superior to the quality of service rendered by the average private home.

In regard to the third proposition, namely, a criticism of the juvenile court itself, and child helping societies, very much could be said. The juvenile court idea is simply in an experimental stage. The need of such a court is unquestionably admitted by the great majority of our people. The one great objection, and, to my mind, the only sound one that I have heard raised against it, is that the juvenile court idea is liable to develop a spirit of paternalism in state governments. Archbishop Glennon, of St. Louis, in this regard is quoted as follows: "We have the right to preserve our homes from state control. We have the right to remain free and not to become tenants of a soulless state. We utterly abhor the doctrine that the little children who bless our homes shall be wards of the state, common property. The idea of common parentage is not only the end of order, but the end of civilization itself."

My experience has shown me that the juvenile court has a tendency to encourage parents to neglect the duty which they owe to their children. Instead of giving a child a good old-fashioned spanking, parents frequently neglect their duty in this regard and bring to the juvenile court children who should never come there.

Another thing that I have observed is the inability of parents to understand why a child fifteen years and eleven months old can be brought into the juvenile court in Philadelphia, and a child sixteen years and one day cannot.

In Pennsylvania the jurisdiction of the court extends to children of sixteen years and under. One of our judges interpreted this law as giving jurisdiction to the court over all children under the age of twenty-one, who had previously been brought into the juvenile court and placed on probation while under the age of sixteen. Such an interpretation of the law seems to me to have been a very wise one.

It has also been urged by some people that by giving the state control over the child, and by creating state institutions for the care and custody of delinquent and dependent children, the spirit which animates private

charity will be destroyed. Personally, I do not think much of this claim, because there are so many other fields wherein the charitably disposed person may exercise his good offices.

Two things have come to my attention in regard to the workings of the juvenile court:

One is that the jurisdiction of the court has not been to any great extent applied to children of wealthy parents, or parents representing what is commonly known as the dominant social class. In Philadelphia, the great majority of children that come into the juvenile court are children of poorer parents, many of them being of foreign birth.

I believe that our law is so constructed as to be applicable to all kinds of children. At the same time the law has not been applied to any great extent to the dominant social class, and what its practical workings will be is simply a matter of speculation.

Another matter that I have noticed to some slight extent is a tendency on the part of the judge, the district attorney, and the probation officers and those interested in the movement, to ignore both the spirit and the letter of the law in order to deal with an exceptional case. This should not be. The question is "the greatest good for the greatest number." Because it may happen now and then that the law will not apply to an isolated case, it does not mean that the law should be violated.

In Philadelphia we have also had discussions as to the feasibility of whether the probation officers should be men or women. I think most people will agree with me when I say that women are better fitted to deal with young children. They possess the maternal instinct, they are kindlier, they inspire more confidence than men, and they can handle certain problems that involve the female delinquent better than any men can. On the other hand there is a need of a strong, broad-minded man, to deal with a certain class of boys. My own idea is that there should be both male and female probation officers.

The question of the location, the construction and the management of a house of detention is also a most interesting one. We have a house of detention in Philadelphia which is located close to the centre of the city. It is built along the most improved lines, and is in the hands of a capable board of managers. Personally, I think a house of detention should not be in the congested, built-up portion of the city. I think it should be in the suburbs with grounds around it, so that those detained might get plenty of fresh air and exercise. I also think that it should have a school of some kind connected with it.

The remarks that I have just made are in no sense intended as a treatise on the juvenile court idea. They are simply a few words spoken by one who has spent several years in the practical working on the juvenile court.

I really came down to Washington to learn and not to instruct. I am sure that everybody here is interested in the welfare of children.

Here's to the Apache of the street,
Law breaker of to-day, law maker of to-morrow,
Builder of cities, kings and princes of America,
My boy, your boy, everybody's boy,
God bless them all!

REPORT OF JUVENILE COURT AND PROBATION DEPARTMENT

HON. BEN B. LINDSEY, CHAIRMAN
Denver, Colorado

The Juvenile Court is an incident in the growth of a movement for human betterment, rather than a new institution. Its fundamental principle is probation. Probation that was applied to criminal jurisprudence first in the

State of Massachusetts in 1868. There followed laws requiring the separate trial of children for offences. This was true in a number of states, notably Rhode Island, in 1907. Before this time a number of states had enacted laws forbidding the association of children prisoners with adults in common jails. There were also the laws relating to dependency, neglect and cruelty to children; and finally in 1899 a law was passed in Illinois and Colorado that permitted the correction of children without their being charged with crime.

These forces were the work of women like Mrs. Lucy Flower, in Chicago, and Mrs. Frederic Schoff, President of the Mothers' Congress in Philadelphia, and others like them in several cities. They had been attracted by the rather stupid methods of procedure then existing in courts and jails as applicable to children in these large cities where such evils were mostly accentuated. This was only natural, because of the larger problems and greater difficulties due to more congested populations. In a city like Denver and some others, the same difficulties were brought to the attention of certain individuals who became actively interested in their correction. But this force had back of it the impetus of years of agitation and suggestion by many earnest humanitarians and reformers. Another great force has been the human interest stories and publicity given the movement by a number of individuals who have been in a position to make such a contribution. It served to popularize and advance the spirit of the thing so far as it is reflected through Children's Courts. This service has been most responsible for hastening the advent of this work throughout the world. I believe it came fifty years sooner than it would have come in the absence of such service.

The rapid growth of the movement may also be attributed in a very large part to the support of the women of the nation. It has appealed to the mother instinct. It is a movement that comes like the ministrations of a good mother; with kindness and yet firmness; to help and not hurt; to uplift and not degrade; to love and not to hate.

There is to-day hardly a state or territory in the Union that has not recognized the efficiency and success of the Children's Courts and probation system as compared to that of the Criminal Courts.

Within a century, children as young as twelve and fourteen—and it is reported on what seems to be good authority as young as nine years of age—were condemned to death for what is now regarded as petty offences against property. The great fundamental change that has come over us is this: The proceeding that was formerly to protect property has become one to protect the child. The plan formerly and primarily designed to protect property rights has become one to protect human rights. The first changes were noted during the last century in the mitigation of punishment. But the real, fundamental change did not begin until the Children's Courts brought to our systems of jurisprudence a scheme to save people while they are children. The protection of property became merely an incident of the proceeding. Concretely—when the little boy of twelve was sentenced to be hanged at the old Bailey Criminal Court of London, in 1833, for stealing a shawl—the proceeding was rather to save the old shawl. Now we have put the boy above the old shawl. The proceeding is to save him as being much more valuable to the State.

Since the Juvenile Court has now become a well-established institution and has met with no serious opposition (that cannot be accounted for through misunderstanding or error rooted in questionable motives in a few states doing fundamental work, where its leaders have met with bitter opposition) it scarcely longer needs any defence in a report of this kind. I shall, therefore, limit the report to certain significant contributions of more recent

periods and the effect of the movement in the treatment of adult prisoners and its bearing upon prison reform. It is also proper to embody in this report something of the recent growth of the movement in various countries. The recent contributions most discussed are as follows:

Recent Contributions

The establishment of a separate court, differing from the first Juvenile Courts, recognized as distinct and separate institutions from anything theretofore existing. The Juvenile Courts of Denver and Chicago, for example, were not separate courts. Neither were they strictly Juvenile Courts. They were merely courts of record with jurisdiction to try children's cases. The constitutions of those states, like most states, did not permit exclusive jurisdiction of such cases being given separate courts by statutes. It was therefore only by sufferance—that is, by the consent of the various officials, that the legislative intent as embodied in the school law of Colorado in 1899, and in the Juvenile law of Illinois the same year, that these cases should be tried separately in an old-established tribunal. It was held by courts, both in Illinois and Colorado, that the State had a right, if it elected, to prosecute the child for crime in the Criminal Court, notwithstanding these laws; but that was seldom if ever done, and then only in extreme cases. The mere fact that the court was not specially created with exclusive jurisdiction to try juveniles did not make it any the less a Juvenile Court if the trials were separately conducted. But as the work became better understood and more systematized, and its activities concerning the domestic life of the people was gradually extended, it became the opinion of those who had pioneered the movement that there might be focused into one separate court, created for the purpose, all the work and activities that might have to do directly and, in many cases, indirectly with the child. The first separate court then that was specially established to try children was in Indianapolis, Indiana, in 1903; but the jurisdiction of that court was limited merely to the trial of children. However, it was soon discovered that the court was more or less cramped and hampered by this limitation of jurisdiction. The Juvenile Court of Denver (which grew out of the County Court—an institution presided over by a single judge, with absolute and unlimited chancery and common law jurisdiction to deal not only with the child for its correction, but with the adult and others for its protection) had so many advantages over not only the Juvenile Court of Chicago, but the separate court established in Indianapolis, that it necessarily became the pioneer court in a number of contributions that have since come to this sort of an institution as it approaches its full stature. In Chicago the Juvenile Court was simply the Circuit Court, made up of a great many judges, who selected one of their number to preside over a special session or division of the Court for the hearing of children's cases. This court did not try either parents or adults who had offended against children or violated the laws of the State for their protection. It did not try the youth between 16 and 21. It faced the rather embarrassing difficulty of having to refer such cases to other tribunals. This often meant long delays and results under such conditions could not be anything but unsatisfactory in many cases; whereas had the Court been equipped with the power to dispose of such cases itself, there would have been more satisfactory and prompt results.

Advantages of Specializing

In Denver, cases against adults for the violation of laws for the protection of children, can be and have been repeatedly tried and the entire case concluded within a few days from the commission of the offence. The Court is a compact, closely knit, harmoniously working institution with a police

officer, sheriff's officer, district attorney and extraordinary powers given the probation officers in criminal cases, that make the administration of justice swifter and more complete than in any other court in the State. Most of the criminal cases against adults who offend against children are tried there within a few months—often a few days or weeks, if a jury term happens to be in session. Whereas, under the old arrangement, many months and perhaps years elapsed before the offenders against children were brought to trial. In 1907, the Legislature of the State of Colorado also created a distinct and separate Juvenile Court. This was done by merely transferring all of the jurisdiction already had in the County Court sitting as a Juvenile Court, to a separate institution called the Juvenile Court. After fourteen years as Judge of the Juvenile Court, with seven years under both systems, and therefore an experience more than worth while from which to testify, I am strongly of the opinion that in the large cities—say of over 200,000 people, the Juvenile Court should consist of a distinct and separate tribunal with larger powers than those possessed by such a court as that established in Chicago and other cities under a Circuit or District Court system.

This kind of separate Juvenile Court, as to its broad and complete Jurisdiction that first existed in Denver, has all kinds of advantage over the old style of Juvenile Court. Most of the time during its fourteen years of existence, and all of the time since 1903, and its separate establishment in 1907, it has had under its jurisdiction nearly every possible problem touching the child, including those domestic relation cases involving disputes between husband and wife, nonsupport of child, etc. It comprehends within the broad terms of its jurisdiction the enforcement of all the laws of the State (in the County of Denver) pertaining to child labor, compulsory education, dependency, delinquency, civil suits on behalf of the child or in the interest of the child, and everything that could possibly relate to its acts, not only during the period under 16, but during his entire minority—that is to say, between 16 to 21, as well as under 16. Its jurisdiction is also so extensive as to embrace every case against an adult, whether parent or stranger, and all of the numberless disputes and difficulties that grow out of domestic relations. If the victim of a murderer is a child, the Denver Juvenile Court can try the case. This is true in Philadelphia.

It is true that so far as I know, no court can yet be established in any state so as to have absolute and exclusive jurisdiction, unless the constitutions especially so provide. But it can be established by the Legislature so that by the equipment and help given it and the advantage to other courts to permit such cases to be concentrated into one tribunal, it can, except as to occasional and exceptional cases, embrace within its hearings practically all of such cases or controversies in any community. Colorado is the first state in the Union that deliberately amended its constitution to meet this situation by providing, in 1912, that the Legislature should have the power to confer upon such tribunals absolute and exclusive jurisdiction so that it may become impossible to file or hear any such cases in any other court, except such special court created for that special purpose. Without this constitutional provision, however, the difficulty is not great. No more so than in those cities large enough and having cases enough to justify a special court of domestic relations or a Juvenile Court.

Trial of Youth Between 16 and 21

Within the last year there has been some agitation in the City of Chicago for a special court for boys between 16 and 21 years of age. Mr. Bernard Flexner, an attorney distinguished for his interest in Juvenile Court legislation, in a recent letter to *The Survey* says that this proposal "is, in its

last analysis, but an extension of the jurisdictional age of the Juvenile Court during minority." This jurisdiction was conferred upon the Juvenile Court of Denver by the Legislature of 1903. It has since that time had jurisdiction to try all cases against minors for misdemeanors or felonies with the right to subject them to probation—very much the same system of treatment as the younger children, when the case seems to call for such disposition. It is assuredly a wise suggestion, not open to serious challenge, for the state to specialize through special tribunals in the redemption of its youth—its most valuable asset. But our judgment is, after ten years of experience under such an extension of the jurisdictional age of the Juvenile Court here in Denver, that it might be questionable to give such a court exclusive jurisdiction in all such cases, although we heartily favor the extension of the jurisdiction as proposed. It might be exclusive as to first offenders. It would of course be out of the question to attempt to justify the expense of such a separate tribunal, except in a very large city like Chicago or New York. Precisely the same results are accomplished in the smaller cities by the extension of the jurisdictional age and the increase of its probationary force.

Woman for Assistant to Judge

Another contribution made to the Juvenile Court that has attracted considerable attention recently, is the demand, now quite general over the country, for a woman as assistant to the Judge to hear girls' cases. For all sufficient purposes this can be done in two ways:

First, if the Court is under the chancery or equity Court system of trying children's cases, as in Denver, Chicago and most of the cities, the Judge has a right as a chancellor (in the opinion of the writer) to designate a woman as assistant in the trial and disposition of such cases, just exactly as the chancellor in the trial of civil cases in a court of equity has the right to designate a referee to hear and determine the issue in a civil case in equity concerning the wrongs, grievances and rights to be adjusted and enforced in such a court. This was done in Denver more than ten years ago, and during that entire period the Judge of the Court has never sat in the trial of a girl's case without there was sitting beside him on the bench the woman assistant. This woman assistant has also been the clerk of the Court, Mrs. Ida L. Gregory, who for many years conducted the night schools in Denver, and who has been connected with the Juvenile Court, almost from its formation. It has been the custom of the Judge when presiding with the woman assistant to consult her concerning the disposition of the case, the evidence, etc. This assistant also has the right and often does hear such cases to the point of final orders without the necessity or presence of the Judge; or she sometimes hears certain branches of the case when it is perhaps better that the regular Judge should not be present, and other portions of it are heard when he is present. All of this depends, of course, upon the particular case.

In 1909, the Legislature of Colorado passed what is known as the Master of Discipline Act, which added to the already vested powers of the Court as a Chancellor, the statutory power, with details of administration, to appoint what we prefer to call a master of discipline, but which for convenience may just as well be called the Assistant Judge. Under this law the Judge has the right (and some of them exercise it where it is necessary and the number of cases seem to require it) to appoint an assistant with all the powers of a referee in chancery. Under this power, of course, it is left to the Judge to appoint the assistant, but so long as he does it, that is all that is necessary. Precisely the same purpose is accomplished as though the statute made it mandatory, as seems to be necessary in states having very large cities.

"My Dear Mr. Mayor—I understand that a bill is being drafted providing for a woman assistant in the Children's Court of New York City.

"After fourteen years as Judge of the Juvenile Court of Denver, and much opportunity during that time to take part in the formation and knowledge of the conduct of the Juvenile Courts in nearly every city in America, I am heartily in favor of having a woman assistant in the Children's Courts of the large cities. The problem of the children is becoming more and more acute. Not only from the standpoint of the rights of the girls, but the ordinary rules of decency, it is absolutely necessary to have more privacy and the presence of a woman assistant in the trials of these cases. For more than ten years I have never presided in a children's case involving a young girl, and questions concerning her morality, without the presence of a woman assistant judge. So far as I know, this was the first Court to adopt such a practice and insist upon it in every case, and it has worked admirably.

"Under an age of consent law, such as we have (18 years without any defence) it is only a question of how much help you have as to how many cases you can get into court where the work is properly understood and carried on. . . . The ignorance of the public on the girl problem and the sex cases in the cities is simply monumental. It is also a phase of work that has been, in my judgment, sadly neglected.

"I am frank to say the Children's Court is not going to solve the problem. It will hardly touch it, and if it went after it as it ought to go after it, it would stir up such a big lot of work that you couldn't begin to take care of it. We must approach it from another angle if we are going to get anywhere. But in the meantime, the Children's Court can do much good in the case of girls, but that good cannot begin to be realized without a woman as an assistant to the Judge in the Court. There are a number of ways by which this can be done. In this state our Children's Courts are chancery courts and we have a Master of Discipline law that permits the Judge to appoint a woman who has much the power of a referee in a chancery case, where an accounting or other property controversies are settled by this form of procedure. The woman really has all the power of the Judge, subject, of course, to his final order. We find this works very satisfactorily in this state."

Some Objections Answered

Under the broadened jurisdiction of the new kind of Juvenile Court as established in Denver, with a power to hear all cases of children, as well as youths between 16 to 21, and adults, including the problems growing out of the domestic relations, we have found that the Court is not necessarily overloaded. It will not be if such provision is made as that in our Colorado laws. These laws not only give us the right to appoint a woman who may, as Assistant Judge, hear girls' cases, but she may also hear other cases against parents. The law is so framed, indeed, that the Court may appoint a number of assistants. It could, for example, appoint a half dozen principals of schools as assistant judges to dispose of cases in their neighborhoods, making reports of their findings and judgment to the Judge of the Court as a referee in chancery makes his report in chancery cases. Several years ago we proposed this plan to a commission sent out from New York City as a possible solution of the congested conditions in the already overcrowded children's court of that great centre of population. The plan was that the jurisdiction of the Court and the trial of children and adults, and indeed adults, should be on the chancery rather than the common law criminal side. This would enable one Judge, for example, to appoint as many assistants—men or women—as he wished: and in that way a number of special courts could be established without the necessary machinery and expense of regular separate courts. This proposal was first made in 1908 and again in 1909. We understand that it was considered in both New York and Chicago, but so far has only been acted upon in the step taken towards appointing a woman as assistant to the Judge in girls' cases. This method, as shown at that time, would enable the Courts in the great cities to so systematize their work through the appointment of such assistants as to relieve the Judges of innumerable petty cases and leave

him free to devote his time to the work of the Court as a sort of executive or administrator, hearing the more important cases that might eventually be appealed to him from the decision of a woman assistant—a right which must be given litigants to comply with the constitution of the state. Such a system has many advantages and could be made the foundation of a new and tremendously effective institution, that must eventually come to the great cities of this country in some other shape if not in the one suggested.

Under this broader jurisdictional system, as practiced for more than ten years in Denver, there is also the right of the Judge to call in another Judge of a regular court to assist in the trial of criminal cases against adults. These are merely a few of the details mentioned to show that under such a system as that suggested, a new and entirely different kind of institution—perhaps bearing the same form or title of Juvenile Court, but extended far beyond its original conception—could be builded in every great city in this country.

A Special Building

For many years we have suggested that a special building be erected to be called the Children's Building, for the housing of such an institution—for it is rather an institution than a court. We propose that the motto over the portals of this building should be: "Overcome Evil With Good." Within the walls of this building should be the offices of the compulsory school attendance department, the medical clinic, the probation officers—juvenile and adult (we include the adult probation officers, for most of their work is taken up with such domestic relation cases involving children as non-support cases and the like); the bureau of prevention of cruelty to children (if it is a public institution); the investigators under the mothers' pension or mothers' compensation acts, the playground and recreation department, and indeed every possible activity that has to do with the protection of the youth and child life of the community. These offices should be in close touch by telephone and visitation and co-operation with the public schools, the police department—including special police officers in juvenile cases—the inspectors or censors of public amusements, associated charities and all other charitable agencies, whether public, private or denominational; and in every way with the homes, neighborhoods, settlements and churches—especially where church institutional work is being carried on. The Court room should be an informal affair, properly equipped with private rooms for the trial of those cases—especially girls' cases—that ought to be tried in private. The Court room proper should be so arranged as to be equipped for jury trials of adults who have offended against children. When it is not so used it should be employed as a meeting and consultation room for the various forces and other allies, public or private, whose offices and work are centered in such a building.

With such a physical and moral clinic, there could here be studied and better understood the big case of the child, for it is the most important case that society faces. It should be comprehended under three heads:

Its psychology, concerning the child as an individual, especially as to heart and soul;

Its physiology, concerning, of course, his physical well-being and the problem of disease as it relates to so-called crime; and

Its sociology, which concerns its environment, its housing, its parents, and the social, industrial and economic conditions that are in part responsible for the child.

A Large Correspondence

Your Chairman has carried on a correspondence all over the world from the Juvenile Court of Denver, with various persons, societies and public officials, who have directed many inquiries concerning the administration of children's courts and their growth in this country. The Court—as no

doubt is the case with other Courts—has been visited by representatives of foreign governments, who have assured us in person and by correspondence that not only the laws, but what has counted most, the spirit of the work involved, has been carried back by them, and in a measure, by other countries, imbibed and absorbed from this country, especially through that sort of human appeal that has come from the popularization and spreading of the work through the lecture platform and magazines. The press, on the whole, has been very generous as an aid in this regard. A few particular items may be mentioned which have been generously acknowledged by foreign countries as having especially contributed to the advancement of the Juvenile Court abroad. One of these was the action of the late John Hay, Secretary of State, in the early part of 1904, in transmitting the report of Mr. Samuel J. Barrows, Commissioner for the United States on the International Prison Commission, in a report of Children's Court in the United States. This report consisted of 195 printed pages; it embraced the booklet printed by the Juvenile Court of Denver, known as "The Problem of the Children," dealing with laws and the system of work of Juvenile Courts of America; also special contributions from Mrs. Hannah Kent Schoff, President of the Mothers' Congress, and the following Judges of Juvenile Courts in this country. Hon. Richard S. Tuthill, of Chicago; Hon. T. D. Hurley, his then Chief Probation Officer; Hon. Thos. Murphy, of Buffalo; Hon. Julius Mayer, of New York City; Hon. Robert J. Wilkin, of Brooklyn; Hon. George W. Stubbs, of Indianapolis; Hon. Albert S. Skinner, of Newark, N. J., and such well-known probation officers as Bert Hall, of Milwaukee; Mrs. Charlotte C. Eliott, of St. Louis, Mo. This report was printed by Congress and circulated as an official document of the United States, endorsing the Juvenile Courts and Juvenile Court movement in this country and the system of administrative work as there described in "The Problem of the Children," which was written in part for the purpose by the author of this report.

The Children's Bill of Great Britain

Another noteworthy contribution from this country to Europe was in the children's bill, adopted by the English Parliament in January, 1909. The inspiration for this bill was credited largely to the work done in America through its Children's Courts, especially to the popularity that had been given through some of its special courts that was generally acknowledged by persons high in authority in England. The writer of this report had some correspondence with the then Under Secretary of State, Home Office, London, and we trust may be pardoned to include in part a letter from the Home Office that came during the preparation of the children's bill, in which the Secretary was good enough to say: "Particulars of the juvenile delinquency laws and the work being carried on by you at Denver were available when the memoranda on the probation system were prepared in this department for presentation to Parliament last year. . . . A children's bill, dealing with many of the points referred to in your letter, is at present being prepared, and a copy will be sent to you as soon as it is laid before Parliament." Your Chairman had sent a number of printed pamphlets and explanatory matters to the English Government that he was informed by Sir Herbert Gladstone, the then Home Secretary, was made use of in the preparation of the children's bill. Your Chairman also received from the same source a memorandum from Parliament, "presented to both Houses of Parliament by command of his Majesty," in which the following passage occurs: "Use has been made of a special report prepared by Mrs. Frederic Schoff, of the Philadelphia Juvenile Court and Probation Association, at the request of his Majesty's counsel at Philadelphia, of the writings of the Honorable Ben B. Lindsey, Judge of the Juvenile Court,

Denver, Colorado, and of other publications to which reference is made in the text. Mr. Stanley J. Barrows' report to the International Prison Commission on Juvenile Courts (Washington, 1904) contains much information and has been used in some cases to supplement particulars obtained from other sources."

Your Chairman understands that five or six Children's Courts have now been established in London; but criticism in English papers has recently come to your Chairman, charging that the Courts have not yet approached the efficiency expected, and that so far they amount to little more than separate hearings for the children. But your Chairman is informed that great progress has been made in England, and it is only a matter of time when effective Children's Courts will exist in the large cities of England, as already exist in the large cities of this country.

Your Chairman was visited by the Judge of the Juvenile Court of Stockholm, Sweden, Hon. à Salmon, who has since given us assurances that a most interesting and effective system of Children's Court work has been adopted in that country.

Japan has sent a number of representatives to this country to investigate Children's Courts; and a most recent report to your Chairman from the Japanese Minister of Justice is to the effect that such tribunals are being rapidly established in the large cities of that interesting country. Most of the European countries have either established such courts in some form, or are discussing the subject, as shown by communications at the Juvenile Court of Denver from many European nations.

1911 Report to Foreign Governments

In March, 1911, your Chairman received from the Secretary of State at Washington, a communication addressed to him from the Belgian Legation, signed by the Minister, Count Conard de Buiseret, as follows:

"I have the honor to inform you that the organizing commission of the international congress of patronages, that will meet at Antwerp next summer, has requested the Minister of Justice's intervention to the effect of Judge Lindsey, in Denver, kindly accepting to report on the second question of the second section of that Congress, the text of which is as follows:

"'Is it advisable to promote the establishment of special tribunals for children; what should their organization, procedure and competence be?'

"In behalf of his Majesty's government, I have the honor to suggest that the government of the United States kindly advise Judge Lindsey to accept that mission. The organizing commission would be much obliged for an early answer.

"Accept, sir, the renewed assurances of my highest consideration.

"CTE CONRAD DE BUISERET.

"To the Honorable Philander C. Knox, Secretary of State."

The Hon. Secretary of State transmitted the request of the International Congress and his Majesty's government through the Belgian Minister to myself as Judge of the Juvenile Court of Denver, with the request from the State Department to make answer; and on March 31st, your Chairman transmitted to the foreign governments, through the State Department at Washington, an answer to their questions. Your Chairman is informed that the report then made to the Secretary of State was taken up and discussed by a number of foreign governments, and was used and in part adopted for the formation and establishment of children's courts, in some of the European cities, notably Paris, during the present year. Now, that some of the foreign governments have, we understand, accepted the report, and that it has been effective and helpful in the organization of some such tribunals, I include it herewith, in this report, as a part of the records of the National Congress of Mothers and the work of its committee of which you have honored me as Chairman:

"To the Hon. Philander C. Knox, Secretary of State, Washington, D. C.:

"My Dear Sir—I have the honor to

acknowledge your recent letter with the enclosure—copy of note of the 18th February from the Belgian Minister, in which I am advised of the invitation of the Organization Commission of the 5th Session of the International Congress on Assistance, to be held in Antwerp, July 16, 1911, to submit a report on the following question:

"'Is it advisable to promote the establishment of special tribunals for children; what should their organization, procedure and competence be?'

"I think it is advisable to permit the establishment of special tribunals for children in large cities, provided they are equipped with the jurisdiction and help that is necessary to bring about not only the correction, but also the protection of childhood and youth.

"In cities of less than 200,000 people I believe that this work may be safely left to the regular established courts, but in cities of more than 200,000 population, I believe there should be a special court.

"The courts should be equipped with a man occupying the position of Judge who has the temperament and the disposition for the work to be done. Such a man should have much of the training of a teacher, a doctor and a lawyer.

"There should be in addition, a sufficient number of probation officers to assist the court in the various districts into which the city should be divided—one officer being confined to work in a particular district where he has to keep in touch with home, neighborhood and school of the child.

"It must be understood that under our school laws all children under 16 years of age must be in school for the entire school year between September and June, with certain exceptions permitted children between 14 and 16 from school attendance.

"Under the chancery jurisdiction the court also hears and determines all civil cases or controversies that may arise between parents concerning the custody, care and education of the child and the enforcement of laws that hold the parent accountable for the moral welfare of the child.

"In addition to this procedure and work, under the chancery jurisdiction, there is added unlimited common law jurisdiction to hear and determine all criminal cases where the offence in any manner involves the morals or the protection of a child; that is to say, if a man committed murder and the victim was a child, the man could be condemmned to death in the Juvenile Court. If a girl had been outraged, the perpetrator could be tried—would be tried—in the Juvenile Court. In short, every offence against laws—declaring certain acts to be crime—for the protection of the city's youth, such as laws forbidding the sale of tobacco, liquor, fire-arms, improper literature, etc., to children, and laws against adults who cause, encourage or contribute to the delinquency or immorality of children, may all be heard and determined in the one court presided over by the same Judge, and officered by the same set of officers who are called upon to correct the child in the child's case proper.

"After more than ten years' experience as a Judge of the Juvenile Court, I should oppose the establishment of special tribunals merely for the correction of children (unless it be in cities of over a million people) unless there was also the added jurisdiction and power to deal with the adults who were responsible for the care of children or for the protection of the physical or moral well-being of children.

"Of course the cases of adults should be heard on days separate and apart from the regular trials of children's cases, but it is extremely important that they should all be within the same tribunals. In our jurisdiction we also have the right to try all youth under 21 years of age, but those between 16 and 21 years of age are tried under the common law criminal jurisdiction, rather than the chancery court jurisdiction, but they are entitled to the remedy of probation in place of the jail or the prison if the court cares to apply it. Sentences in such cases may be suspended and the offender placed on probation for any offence —except capital offences—up to 21 years of age. Adults coming under the same jurisdiction may also be placed on probation in most cases. Proceedings against parents for the violation of laws concerning the neglect of the moral or physical welfare of children may in our special court be had under either the chancery or common law criminal court jurisdiction, *i.e.*, either by a petition filed in chancery—very much as a petition is filed in the probate courts concerning the property rights of a child—or by a similar petition in chancery filed against parents who violate laws holding them to certain accountability for the moral direction and welfare of the child. The same procedure in chancery may be had against persons other than parents in certain cases; or the state—should it so elect—may prosecute parents or other persons under the criminal laws in the Juvenile Court

for the violation of statutes for the protection of children. The purpose of such laws is to put legal responsibility upon all persons for the moral welfare of children so that, for instance, if a man sent a child to a disreputable resort, and the child came in contact with bad examples and the evil of men, the man who directed such child on an errand, or for any purpose to such place, and the man who permitted a child to enter such place would be guilty of contributory delinquency, and for such offence would be tried in the special tribunal known as the Juvenile Court, and the procedure might be either in chancery—as against the guardian of the property of a child in a probate court—or by a criminal prosecution conducted by the state's attorney, as in other cases of crime.

"These courts should have the right to appoint Masters of Discipline, with powers to correct children or hear cases involving children, very much as a referee or master in chancery has power under the chancery procedure or probate courts to hear and determine disputes of a certain character concerning property rights. In this way the work of the court should be subdivided among a number, where necessary, without the establishment of additional courts.

"Such a court should be held in a separate building apart from other courts, where possible. The court should be equipped with at least three rooms for the Judge, since many cases involving children must be tried with due regard to what might be called the psychology of the case. Often there are times when it is important to talk to the child alone and free from the difficulties that promote fear, resentment and misunderstanding. Much of the hearing might properly be in the presence of the parents, and frequently it should not be in their presence at all. The old formal method of the criminal court for the trial of children is intolerable and without any justification whatever, and except for criminal cases involving adults, has practically passed away in the up-to-date special tribunals for children in America. In criminal cases, of course, the old forms and procedure must be adhered to, although it is astonishing in a special tribunal how often they are dispensed with by the consent of all parties concerned, which consent must be obtained in order to make the proceedings legal.

"The establishment of special tribunals for children means the creation of a new institution which must come to the great cities. It will become perfect only as it is understood through the evolution that time and experience will naturaly bring about. It certainly isn't a cure-all, but is a sort of hospital in which the case is better understood and better treated. It enables the state to avoid the dangers of brutality and the dangers of leniency much better than the old methods, as it is rather a part of the educational work of a community. Parents are as often in need of assistance and direction, education and help as are their children. Such a special tribunal creates a demand for that special help that must eventually be supplied before a tribunal can begin to fully realize its purpose, but the supply will not come until the demand is created, and when once created, there will grow up in every country a class of specialists who are especially trained and fitted by temperament and disposition for such work, for the personal equation must necessarily cut a large figure in the successful operation of such courts. For in such a tribunal we must proceed rather under the laws that govern children as human souls, human entities containing qualities that may be cultivated for good or for evil. In a word, the court must be so organized and equipped that it can and will deal with human beings rather than the mere things they have done.

"The officers should be carefully selected and well paid, for there is no kind of skill that is more difficult to obtain than that which is really necessary for the conduct of such a court. Except in the smaller cities, where the judge may provide himself with a probation officer, especially equipped for such work, it is absurd to expect the ordinary judge of an ordinary tribunal to do the work that must be done in children's cases if we are to make real progress. I therefore consider it not only advisable to permit the establishment of special tribunals for children in large cities, but I consider it absolutely necessary in order that the state may do for its wayward, unfortunate and neglected children the work that it becomes the duty of the state to do where the home has failed or where the home is helpless. Such a court should not, of course, usurp the function of the home, but rather direct the home where it is careless; force it to do its duty where it is wilful, and help it where it is helpless by dealing not only with the personality of the child, but its environment as well. Such a special tribunal is therefore to my mind the most important of all courts that could be established by any government, since it concerns not only the restraint of

men, but the redemption of men while they are children. And since the state's chief concern should be for its children, the state is culpable if it fails to provide such a special tribunal in all of its large cities.

"There is much detail as to organization, procedure, work and competence that must be worked out in each jurisdiction, depending very much upon its own peculiar problems which sometimes differ with localities which time and experience alone will furnish the only course that is safe to follow. What might be perfectly proper in one city might be very difficult or not at all to be commended in another city, and individuals in charge of such work must in a measure have their own methods of carrying it out, although some general principles and rules may be safe to follow, especially as to the kind of procedure, jurisdiction and individuals with which such a court should be equipped, and the necessity for co-operation which must exist between home, neighborhood, school and the community as a whole."

Prison Reform Effected by Juvenile Court Idea

This report would hardly be complete without calling attention to the invasion of the spirit of the Juvenile Court movement into the domain of prison reform for adults. The Warden of the State Penitentiary at Cañon City, Colorado, some five or six years ago became impressed with the philosophy of the Children's Court of Denver in trusting young boys to go to institutions alone and unattended. In twelve years some 600 prisoners—boys and young men—have been committed to the various institutions, including the State Reform School—some of them to the state's prison (since this court has jurisdiction of youth between 16 and 21) upon trust and honor, without guards. Only six have ever violated their trust; three of those came back and apologized for its violation and went alone the second time; the three others eventually arrived at the institution; so that not one prisoner was lost. In the same period through breakaways, with handcuffs and the custody of officers about fifty prisoners in this city escaped, many of them without recapture. It was thus demonstrated, when properly applied, that the system of trust and honor made the custody of the prisoner more secure to the state than under the old methods of force and violence. Mr. Thomas Tynan, the Warden of the Colorado Penitentiary, attracted by this work, began the honor system among the prisoners in that institution. The results were so wonderful, as compared with old methods, not only in the security of the prisoner to the state, but in better results looking to good citizenship and reformation, that it was rapidly taken up by several other states, notably, Oregon under Governor West, and Arizona under Governor Hunt, and in Nevada under Warden Baker. Wherever the system formerly confined to children has been tried among men it has been found that men proved to be only children grown up, and the same satisfactory results have been reported. According to a certificate signed by our former Governor and approved by the Warden of our State Penitentiary at Cañon City, 75 out of every 100 inmates have been there before; just as 75 out of every 100 boys brought to jails in the old days returned to jails within five years for further and worse offences. Those who have championed and led in popularizing and spreading the spirit back of the Juvenile Court movement in this country may properly take to themselves much satisfaction over the fact that it is the impetus and indeed the inspiration that led to the work referred to. It was generously acknowledged by the Governor of Arizona in a public address, and upon several occasions by wardens and other officials who have been most active in advancing the cause of prison reform.

A Significant Innovation in Colorado

While this interesting work among adult offenders has attracted much attention within recent years, another significant advance has been almost entirely overlooked: In 1909 the State of Colorado, for the first time in the history of jurisprudence, passed the

law known as "An Act for the Redemption of Offenders." This Act applied the chancery court system, heretofore limited to cases of children, to adults whose offences were formerly misdemeanors. It was the first act of its kind to recognize the part which society plays in the great problem of crime, and to apply the chancery or equity practice that formerly pertained only to civil controversies, to those that concern human beings—that were formerly regarded as enemies of the state to be punished for their offences against property and persons. Under this act, for example, there need be no such tragedy as in the case of the young woman in the department store who attempted to commit suicide because she was arrested for stealing $15 from her employer. The exposure and prosecution so humiliated and mortified her that it almost culminated in a tragedy. Under the law referred to, in a case like that, a probation officer would first investigate all the facts, and he would find (to use that case as an illustration) that the young woman was the oldest in a family of six children; that her father has been blown up in an industrial accident, and by force of circumstances she was compelled to work to support an invalid mother and younger children. Thus it was that the temptation of her life, because of these conditions and environment, was greater than in the life of the girl in the average home who was supposed to be honest and better than the unfortunate culprit. Society provided no employer's compensation or mother's pension law, and thus forced the young woman into this condition. We who get the benefit of their work surely owe some responsibility to those who are called upon to bear the burdens of society's injustice and defects. Under the law in question a civil and not a criminal proceeding is instituted. At a private hearing the employer may be convinced, because of these conditions, that the unfortunate girl is no worse than the girl who did not steal, but that her conditions are worse. And thus, for the first time in jurisprudence as to adults, society has actually taken into consideration the causes and conditions which make for crime and poverty and have brought all the culprits before the bar of justice. These proceedings being in chancery where equity is done, arrangements are made for the girl to pay back the money in small installments, to go back to her place of employment under the kindly and encouraging work of the probation officer; she is not even stigmatized with crime, or exposed before the community because of sins for which the community itself was mostly responsible. In a word, the act is for the redemption of men and women, just as the Juvenile Courts were for the redemption of children. The proceeding makes the human being and the salvation of the human being primary to that of the protection of the property or the rights of property which the human being invaded, not so much because of viciousness of heart, but because of unfortunate conditions of life for which many causes and many people may be responsible.

This principle for the first time added to the criminal law as growing out of the work for children in Colorado was by an almost unanimous vote of the last Legislature extended to certain cases of felony; but it was vetoed by the Governor. It will in all probability be referred to the people by the initiative at the fall elections of 1914, and we believe it is safe to predict will be carried by an overwhelming majority.

Practical Suggestions of the National Congress of Mothers

Next Steps Forward in Juvenile Court Work

The following summary of suggestions have been recommended to the chairman of your committee by the President of the National Congress of Mothers, Congress and members. They are *cordially endorsed by your chairman,* as follows:

The requirement of a Juvenile Judge has been a knowledge of the law, of the penal code and the punishment provided for different offences, and probity in administration. For juvenile

cases other qualities are essential. Insight and sympathy with children, ability to appreciate causes and treatment required to prevent recurrence of offence.

The problem a Juvenile Court faces is one of moral education, of home education for parents, of social education for child protection.

A new standard for the children's judiciary must be set, especially in the large cities where the large number of cases are sufficient to warrant the appointment of an individual who can give this exclusive attention.

Every county should have definite arrangements for the separate hearing of children's cases, but as the cases are comparatively few, the judge who has all county work will be required to take this responsibility also. To work out plans for the efficient care of every child under the conditions which must be met in the average county is of as vital moment as to perfect the administration in the large cities.

The Country and Small City Juvenile Problem

The child in the country village or small town deserves just as efficient help in preventing him from entering a criminal career as the child in the large city. If crime is to decrease, the only way to lessen it is not to let any child miss receiving the help which he needs at the time when it will affect his whole future. Only a poor, ragged, unattractive waif, an infant derelict, the riff-ráff of humanity, a gutter-snipe, say many men of these little ones. Corral them and protect the world from their ravages. No one who has that viewpoint can ever properly administer a Juvenile Court. Only one who believes that each child is one of God's little ones, that however unattractive the exterior may be, the germ of good is there, can ever meet the responsibility of a Juvenile Court.

Each one is an individual, not a case, some mother's child, created in the image of God. He who notes the sparrow's fall surely cares for every one of these waifs, and has said, "It is not the will of your Father in Heaven that one of these little ones shall perish."

When the personal interest in each child ceases, when they simply become cases, the usefulness of that administration ceases.

The next steps forward in Juvenile Court and Probation work require efficiency in child service.

1. Extension of the system so that every county is equipped to guard efficiently and promptly provide guidance for the dependent and erring children.

2. Removal of the court from the old idea of correction or charity. Put it on an educational basis. Let mothers as well as fathers have a voice in the care of the children under its jurisdiction, for good mothering as well as fathering is the greatest need of most of them. Wise mothers must take their part if crime in children is to be prevented.

3. Insist that probation work shall be done only by those who have ability and love and patience in character-building, and in teaching home-making to parents.

4. Enlist the service of kindergartners and good mothers whenever possible, as probation officers, as they are qualified to bring out and develop the better nature of the child.

Require a standard of service in probation work and a constructive method of teaching honesty, self-control and obedience to law. Provision of special training for probation officers and other workers with children in the science of child nurture.

5. Provide for County Juvenile Court Associations, composed of fathers, mothers and teachers to co-operate with the court in care of children and in improving efficiency of dealing with them by enlisting every local agency that will be helpful. The court's function is judicial. The courts must have supplementary help in care of the children and character-building. Encourage the Big Brother and Big Sister movement, the Boy Scouts, Camp Fire Girls, playgrounds and every character of child-saving activity.

6. Utilize existing agencies or provide a State Probation Commission to

unify and standardize and know for children in the entire state, for as the jurisdiction of the Juvenile Court extends to the neglected, dependent and delinquent child, the responsibility for the treatment of all these now rests on the state. There must be a central official body to whom the county work shall be reported.

7. Link the State Probation Commission or the agency performing similar functions, with the State Board of Education by making the President or his representative an ex-officio member of the State Commission. Reasons for this are:

(a) Every child under jurisdiction of the Court is also under the educational laws of the State, and intelligent administration requires co-operation of all educators.

(b) The care of the wayward children is an extension of the educational system and must eventually be assumed by it.

8. Provide accommodations, either rooms or building, apart from jails for children awaiting hearing. Put management of these under a County Probation association and probation officers.

Reason: The importance of having one administration over the children coming into court and the value of having the probation officer come first in touch with the arrested child make this advisable. It is a place to study the child, and the probation officer who will afterwards have care of him is the one to whom this opportunity is valuable.

9. Substitution of special small classes for erring children as part of the educational system of the state rather than the present system of large reform schools independent of the school system. The moral education of the wayward child should be a part of the educational work of the state, and can be more efficiently handled if it is made a recognized part of that system.

The grouping of hundreds of wayward children together has been productive of moral contamination, and has been in hundreds of instances the confirmation of evil habits.

State supervision over the dependent children and records as to the homes given them; laws to permit the Juvenile Court to order payment of their board in family homes as it now may order such payment in institutions; mothers' pension or compensation laws to prevent the breaking up of homes through the death of the father, or extreme poverty—such pensions to be administered by the Juvenile Court and not by the Department of Charities.

Every state branch of the Congress should make the Juvenile Court and Probation Department of the Congress one of the most influential and efficient parts of the Congress work. Its members should study local conditions, state laws and present methods of care for the dependent and erring children.

A thorough knowledge of the present situation and persistent, faithful work in building up a system efficient in its methods of protecting and guiding unfortunate childhood should be the unending purpose of the Juvenile Court and Probation Department of the Mothers' Congress in every state.

As chairman of your committee I need scarcely say that there is no one factor or influence among the many good influences working for human betterment in this country that has done more to advance this humanitarian work than the Mothers' Congress.

The next great fight ahead is to change those conditions that are responsible for these effects, which we are striving to overcome. Children's Courts and such laws as those mentioned, however meritorious and helpful, will never do the work that must be done if we are to make real progress. Their best service, after all, is to point out the need of great reforms in our social, economic and industrial system that will give us real hope for the abolition of poverty and crime and the reign of justice, freedom, happiness and joy in the lives of men.

Respectfully submitted,
BEN B. LINDSEY,
Chairman.

Resolutions Adopted by Third International Congress on the Welfare of the Child.

Mrs. Orville T. Bright, chairman of the Resolution Committee, presented the following resolutions, which were unanimously adopted.

A Council of Mothers and Fathers for Each Nation

Whereas, The welfare of nations and of the world rests primarily in the intelligent nurture and care of children in the home; and

Whereas, This can be secured only through education of parents in child nurture; therefore,

Be it Resolved, That the Third International Congress on the Welfare of the Child earnestly recommends to every nation the organization of a National Council of Mothers and Fathers for child study to promote child welfare.

Offer of Help

Whereas, The National Congress of Mothers and Parent-Teacher Associations has, through eighteen years' work, developed a system that is proving increasingly efficient; therefore,

Be it Resolved, That the National Congress of Mothers and Parent-Teacher Associations offers its help to any nation desiring to inaugurate and establish a similar system for the better development of its childhood and,

Be it Further Resolved, That a copy of this resolution be sent to each official representative of a foreign nation in Washington, D. C., with the request that it be brought to the attention of his Government in order that suitable measures be taken there to inaugurate such a system.

State Probation Commission

Whereas, The Third International Congress on the Welfare of the Child believes that the only way to check crime lies in the universal, systematized, intelligent treatment of erring children by school and State; and

Whereas, The whole question of such treatment should come under educational guidance; therefore,

Be it Resolved, That the Third International Congress on the Welfare of the Child recommends that a state probation commission be appointed in each state, associated with the official department of Public Instruction, to supervise and promote efficiency and uniformity in probation work throughout the state.

Peace

Whereas, War, with its wastes, its hatreds, its divisions, its cruelties and deaths, its denial of the brotherhood of man, its negation of all that is finest and best in humanity, is an outworn institution of the more savage and barbarous past and should have no place in the economies of the present and future; therefore,

Be it Resolved, That the Third International Congress of Mothers and Parent-Teacher Associations, pledges itself to use its influence for the abolition of war and for the removal of the burden of armaments from the shoulders of the people; to teach the children the truth which makes for freedom, and to promote, through home and school, and all other agencies of education, a spirit of intelligent brotherhood among all the peoples of all the nations of the world.

Song Commission

Whereas, Among those influences which strengthen ideals, exalt, sustain and purify the mind and contribute to health, sanity and happiness, music has always been recognized to be among the first; and

Whereas, In proportion to its power for good, its perversion and misuse is mighty for evil; and

Whereas, In many of the popular songs of the day the power of music is indisputably and flagrantly misused, and it is made the vehicle of irreverence for God, the church, marriage and the home, both openly and by suggestion; and

Whereas, The erratic tendency of much of our popular music has probably done more than any other single agency to tear down the barriers of a proper reserve between the sexes, destroy modesty and the ideals upon which all progress, and even the very preservation of the nation depends; and

Whereas, For the ability to exert such evil influence over the minds and hearts and homes of the nation, such songs depend upon the copyright or national guarantee of protection;

Be it Therefore Resolved, By the National Congress of Mothers and Parent-Teacher Associations, that organized motherhood demands of the Congress of the United States protection for the home through restriction of the copyright, and requests that a song commission be appointed to pass upon all songs presented at the Patent Office; and

Be it Further Resolved, That the Congress of Mothers urgently recommends that there be a woman upon said Commission.

Commendation of Bureau of Education

Whereas, The National Congress of Mothers and Parent-Teacher Associations believes that there are no subjects which may better occupy the attention of our national Government than those relating to the child, its nurture, education and training; therefore,

Be it Resolved, That we commend the work of the United States Bureau of Education, expressing our thanks and appreciation for the recent creation therein of what is known as the "Home Department" and our belief that it may result in incalculable benefit to our people; and

Be it Further Resolved, That we urge Congress to recognize the great importance of the work of the Bureau of Education by granting it adequate financial support.

Simple Dress

Whereas, We realize that the style of dress has direct effect upon the mind and character, and that the extravagant dress now in vogue among school girls is detrimental to every phase of their lives; therefore,

Be it Resolved, That the National Congress of Mothers and Parent-Teacher Associations recommends simple and inexpensive dress for school girls of all ages, and, inasmuch as precept is more effective if accompanied by example, we strongly urge upon mothers to avoid extreme styles and adopt for themselves a simple, modest and becoming style of dress.

Censorship of Moving Pictures

Whereas, The preservation of the State demands that it extend to all its children such vigilant, protecting care as will make for their sound mental, moral and physical development, and

Whereas, Moving picture shows are known to exert a widespread influence in establishing ideals of character and conduct in the minds of children and young people; therefore,

Be it Resolved, That a wise and effective method of censorship of moving pictures should be established, and

Be it Further Resolved, That the President of the National Congress of Mothers and Parent-Teacher Associations appoint a committee to investigate methods of censorship and recommend one for endorsement at the Annual Meeting of the Organization in 1915.

Mothers' Pensions

Whereas, Truancy is one of the first steps toward juvenile delinquency; and

Whereas, The absence from home of wage-earning mothers contributes largely towards truancy; therefore,

Be it Resolved, That the Third International Congress on the welfare of the child recommends the universal adoption of a good system of Mother's Pension laws as the most effective method of checking truancy and child labor.

School Sanitation

Whereas, National health depends on the individual citizen; therefore

Be it Resolved, That the National Congress of Mothers and Parent-Teacher Associations recommends that in every school of the country each pupil should serve, for a term of days or weeks, as health supervisor, to furnish the necessary oversight of temperature, cleanliness and ventilation; to secure records of sanitary details, and to habituate himself or herself, as a future citizen, to these duties.

Be it Further Resolved, That the National Congress of Mothers recommends that careful selection of janitors be required, and that definite methods be laid down for the cleaning, ventilation and care of school buildings.

Medical Inspection in Schools

Whereas, Medical inspection in schools by physician and school nurse has lessened the spread of contagious and infectious diseases, and led to the early discovery of physical defects and dental needs; and

Whereas, Such inspection has resulted in better general health of the pupils and hence better attendance and higher scholarship;

Therefore be it Resolved, That the National Congress of Mothers and Parent-Teacher Associations urges the necessity upon superintendents, school boards and school patrons, of expert medical inspection in the schools.

Retarded Children

Resolved, That the Third International Child-Welfare Congress recommend that psycho-physical examinations should be made of all children in common school grades, who are behind their grade for age more than three years, in order that mental and physical defects may be detected early, and that defectives may be identified and their special education provided for.

Extension of Educational System

Whereas, The division of the responsibility for children between several departments of the State Governments is detrimental in that it complicates the efficient coördinated care of children; therefore

Be it Resolved, That the care of wayward children, juvenile courts and probation work be assumed as part of the functions of the educational system of each state, and be placed under educational jurisdiction, and

Be it also Resolved, That all industrial and reform schools should, as soon as possible, become a part o the educational system of each state and be placed under its supervision.

The Use of Public School Houses as Social Centers

Whereas, The nation's system of district buildings, now used only for the instruction of children, affords the worthy, convenient, and appropriate machinery for citizenship-expression in voting and for that organized all-sided deliberation upon public questions without which voting cannot be intelligent, and for the training in self-government of youth between school age and adulthood; and

Whereas, Only when the public-school building is fully used by adults and older youth as the social center, the common place of civic, industrial, and recreational coöperation, can it efficiently fulfil its prime function as the training place of the child;

Therefore be it Resolved, That the public school houses be made the polling places and the common council headquarters of citizenship, and the training places in self-government of youth between school age and adulthood;

That the public school buildings be used for such extensions of coöperative enterprise as the assembled citizens may agree upon, and that the use of the school houses as employment offices be correlated with their use for vocational training; and

That the public school buildings and grounds be opened, during the time that they are now idle, as branch public libraries, art galleries, centers of musical and dramatic expression, lecture halls, motion picture theatres, gymnasia, and recreation centers for all the people.

Kindergartens

Whereas, The kindergarten, under the leadership of a properly trained and inspired teacher, embodies the true principles of training in early childhood, developing the powers of observation and thought, of activity and self-expression; educating the emotions and imaginings of the child in a manner which is commensurate to the period in mental evolution which this stage repre-

sents; leading the child's instructive impulses into constructive channels without unduly curbing his freedom and individuality, and thus preparing him for the later stages of growth and education; therefore

Be it Resolved, That the National Congress of Mothers and Parent-Teacher Associations earnestly recommends the establishment of free kindergartens in all city, town and rural schools, and that all teachers of the first four grades receive instruction in kindergarten methods and principles.

Public School Curriculum

Whereas, Our public school curriculum is much cumbered with antiquated and useless matter, and

Whereas, Much of the work is ill adapted to individual capacities, temperaments, talents, and vocational aptitude, and

Whereas, The public school should be an expression of the social needs of the community whose future citizens it is its function to prepare; therefore

Be it Resolved, That the International Congress of Mothers and Parent-Teacher Associations heartily endorses the earnest efforts of the educational leaders of the country to revise and readjust the curriculum of our schools, so as to adapt it more rationally to the various succeeding periods of child development, to make it elastic and effective, to meet the needs of individual differences in children, and to harmonize it with the requirements of modern social life.

Protection of the Home

Whereas, The progress and integrity of the nation depend upon the standards of the home life of its people; therefore

Be it Resolved, That the National Congress of Mothers and Parent-Teacher Associations urges the Congress of the United States to adopt an anti-polygamy amendment to the Constitution, and to enact such legislation as shall bring about uniform marriage and divorce laws in all states.

Preservation of the Family Circle

Whereas, At present the tendency seems to be away from rather than toward the home, most of the interests being outside the home;

Whereas, As a result the family circle has almost disappeared;

Therefore be it Resolved, That we encourage the ideal gathering around the family fireside of former times by providing such wholesome amusement and suitable occupation for all the members of the family, as will lessen the appeal to the lower forms of amusement outside, which are proving such a menace to the best development of the child.

Country Life

Whereas, The constant migration of the young people from the farm to the city removes in a large measure the natural conditions of a healthy home life, and is destructive to national welfare, depleting the country districts, from which came the natural resources of the nation, and causing congestion in the centers of population; therefore,

Be it Resolved, First, that we recognize and aid all efforts to further community life in the rural districts, and to bring the family into the use of the country chool as a social center.

Second, that we gladly endorse the constructive work of the home culture, corn raising and other similar clubs.

Religious Training

Whereas, We believe the church and the home could be more closely allied in all endeavor to achieve a higher spiritual attitude; therefore,

Be it Resolved, That the National Congress of Mothers and Parent-Teacher Associations recommends the formation and maintenance of Parent-Teacher Associations in every church for the study of character building, for the greater realization of parental responsibility in teaching moral and spiritual truths, and for the guidance and development of child life.

We would urge upon such associations the importance of pastors, Sunday School teachers and parents working together for the common good of young people.

Care of Mothers

Whereas, The lives of many mothers and babies are jeopardized by inadequate and unscientific care in childbirth, and

Whereas, This is owing to the fact that Obstetrics has not been elevated to the plane now occupied by Medicine and Surgery in America, and

Whereas, It is the sacred and imperative duty of society to safeguard the lives of the mother and the child, by insisting upon a single standard of obstetrical care for rich and poor.

Be it Therefore Urged, That every member of the National Congress of Mothers and Parent-Teacher Associations should

(a) Acquaint herself with the conditions of obstetrical practice in her own city and locality.

(b) Endeavor to extend and foster all agencies which offer adequate care to women in confinement such as maternity hospitals, out-patients, obstetrical services, obstetrical dispensaries and prenatal care of expectant mothers.

(c) Advocate the establishment in connection with schools of medicine of large and well endowed obstetrical and gynecological clinics as a means of elevating that standard of the teaching and practice of obstetrics in America.

Care of Women Delinquents

Whereas, Since according to recent statistics compiled in the Morals Court of Chicago, fifty per cent. of the women engaged in commercial prostitution are feeble-minded and are obeying impulses which they cannot control and for which they are in no wise responsible, and since fines do not cure enfeebled minds nor jail sentences improve the mental capacity of the hereditarily mental defective; therefore

Be it Resolved, That some other kind of institution or institutions than are now at hand be provided: First, a psychopathic institute, where expert psychologists may diagnose these cases and present their histories to the courts; and, second, an asylum or home or colony where those found subnormal, with criminal tendencies, may be committed on indeterminate sentences. Such an institution should not be a jail, or even a reformatory, but should be regarded merely as a home for the defective wards of the State, and should be provided by the State, not only as a matter of justice to this class of irresponsible delinquents, but to protect its own citizenship from the menace of the inoculation and spread of those horrible venereal diseases which when transmitted to their offspring cause deformities, idiocy, and blindness.

Education of Parents

Whereas, The evils that threaten little children and render worthless and wretched many lives that might be sacred, are traceable directly to the inefficiency of the home: therefore,

Be it Resolved, That the effort of the National Congress of Mothers and Parent-Teacher Associations to provide opportunity for the education of Parents to a full sense of their responsibilities by means of Mother's Circles and Parent-Teacher Associations be continued with increased vigor, and all such circles be urged to center their attention upon such study of child nature and child needs as will enable parents to adequately equip their children for lives of moral and physical cleanliness, financial poise, and useful citizenship.

Indorsements

Whereas, We believe most heartily in coöperation between organizations working for social uplift; therefore

Be it Resolved, That the National Congress of Mothers commend and, so far as possible, support the efforts of the Travelers' Aid Association, the Anti-Cigarette League, the Big Brother movement, the Big Sister movement, and the Boy Scouts, and the Campfire Girls; and

Be it Further Resolved, That we endorse and support the work of the National Playgrounds Association, particularly in providing adequately supervised playgrounds adjacent to all public schools.

The International Congress for Child-Welfare indorses the educational movement inaugurated by the National Association for the Study and Education of Exceptional Children, in the interest of the misunderstood and handicapped child, so as to save the millions of those who now grow up to be the misfits and derelicts of society. Excellent human material is wasted all the time, and it comprises growing minds of capabilities and even excellence. The aggregate of human failure represents a dynamic force of stupendous magnitude. This force is now destructive. It can, by proper methods of sanitation, physical and mental hygiene, educational and social reform, be converted into a helpful constructive power.

Official Document No. 2 Series 1914

International Committee on Marriage and Divorce

Room 1231, 19 South La Salle Street, Chicago

RESOLUTIONS OF ORGANIZATION

Endorsed by National Congress of Mothers

Subject: State Committee on Marriage and Divorce

Whereas it is credibly estimated by some of the nation's best judges that fifty per cent. of all the divorces are asked for on grounds that are entirely fraudulent, and,

Whereas the growth of divorce in this country from 1867 to 1906 indicates that near the close of 1914 two million divorces will have been granted in America in forty-four years, that more than one million one hundred thousand of those will have been granted in the twentieth century and that one hundred and nine thousand will have been granted in 1914, and,

Whereas the voices of the one million four hundred thousand children, who have been by these two million divorces wrongfully deprived of the proper care and nurture of their parents, cry out for the formation of a fighting line in every district of the Union, to prevent hasty and ill considered marriages, and to defeat fraudulent divorces, and to raise a high moral standard for home life and follow it, until the world accepts it: Therefore be it

Resolved, First: That our Ministerial Union unanimously favors an amendment to the Federal Constitution relegating to the control of the federal congress all questions of marriage and divorce and conferring upon the congress the power to fix penalties for the violation of these laws: and,

Resolved, Second: That we are in full accord with the movement to hold a World's Congress on Marriage and Divorce in 1915 at San Francisco for the purpose of educating the nation and the world to a higher and more conservative ideal of family life: and,

Resolved, Third: That we hereby order the appointment of a permanent special committee comprised of prominent business men and clergy to devise plans for the observance of the Second Sunday in May, 1914, as a day when all our churches shall be requested at one or both of their services to present the need of higher ideals for the home life in America, and to carry on a further educational campaign in behalf of the work of the International Committee, throughout the State of.....

Resolved, Fourth: That the members of the Ministerial Association pledge themselves to hearty coöperation with the said Special Committee in this work of education and in the efforts of the International Committee.

Adopted by.....

.....

Mrs. Frederic Schoff, President.

Mrs. Arthur A. Birney, Secretary.

Date.....

A NEW LINE OF BATTLE

Formation

A new Fighting Force has sprung forth, beginning from the ranks of the Methodist Episcopal Church, strengthened by reinforcements from the companies of all religious and ethical organizations, and mustering Hebrews, Catholics and Protestants of every conservative type in its effective ranks. The name of this new organization is The International Com-

mittee on Marriage and Divorce. Patient, prolonged, unwearying investigation, widespread publication of our findings of fact, and millions of ballots in the hands of both men and women,—these are our weapons.

Purpose

It is the deliberate purpose of this organization to federate the World's Workers who favor national uniformity and international agreement on all questions of Marriage and Divorce. This combination of religious and secular organizations was specified in the resolutions of concurrence and coöperation passed by the California Conference of the Methodist Episcopal Church in 1904, and fully exemplified in Illinois where the President of the Chicago Labor Unions, the President of the State Bar Association and the Presidents of the Chicago Woman's Club and of the State Federation of Women's Clubs are Directors of the State Work. The telephone, the telegraph, the typewriter, the mails, and the electric adder are our swift messengers of light and truth to arouse the interest of the masses.

Muster Roll

Already citizens of eight great commonwealths are enlisted in its ranks, from New York, Pennsylvania, Illinois, California, the District of Columbia, New Jersey, Connecticut, and wonderful to relate, from the State of Washington, whose high divorce rates and long leadership in the prevalence of divorce as compared with the population seem to be unknown even to her own people.

Our non-corporate membership will be unlimited, the terms of enlistment being at least three years' service, and such participation in bearing the burden of the battle as one sees fit to take. The human voice speaking the perfected word of God is a mighty power. We want such voices to speak for us, and to enlist in our ranks.

It is proposed to limit the corporate membership to one hundred, fifty of whom are already enrolled. Business and banking, medicine and pharmacy, education and engineering, investments, several kinds of insurance, labor, organizations, women's clubs and women workers, the pulpit and the press, the bench and the bar, the railroad and the ranch, are all represented in the corporate or non-corporate membership of this body.

Some of our Leaders

The Articles of Incorporation, filed with the Secretary of the State of New York, include as leaders from Protestant Churches the names of Bishops Wilson and Burch, of New York City, Bishop Anderson, of Chicago, Bishop Harding, of Washington, D. C., and Bishop Rhinelander, of Philadelphia.

From the Hebrew fellowship we have as directors Rev. Dr. Maurice H. Harris and Rev. Dr. Stephen S. Wise. From equally distinguished service in statecraft our directors number Ex-Governor Pennypacker of Pennsylvania, Ex-Congressman W. Bourke Cochran of New York, and Congressman George W. Edmonds of Philadelphia. Prominent among the women are Mrs. E. Jean Nelson Penfield of New York City, and Miss C. E. Mason of The Castle, Tarrytown, New York. From the bench we find Judge Kavanagh and Judge Pam of Chicago, Judges Ommen and Freschi of New York City. These are a few of our thirty directors, all men or women of high rank and wide service.

Battle Begun

Representative Edmonds of his own initiative introduced into the Congress House Joint Resolution No. 110, submitting to the approval of the Legislatures an Amendment to the Constitution, placing all questions of Marriage and Divorce under the control of the Federal Congress, and conferring upon it the power to punish violations of such laws. To secure the passage of such an amendment was our principal object, as set forth in the primal resolutions of organization passed in 1902 by the Southern California Conference of the Methodist Episcopal Church.

Six Points of Vantage Already Taken

As first steps towards the entrance on this task and for full accomplishment it has seemed best,

First.—To make a study of the customs of Marriage and Divorce in all Nations, with a careful analysis of the laws and statistics concerning these matters.

Second.—To learn from the judges of the Divorce courts the greatest weaknesses of the present procedure in Marriage and Divorce, and to present to the State Legislatures a carefully prepared draft of the laws proposed and indorsed by the judges.

Third.—To determine from the Written Word the mind of Christ on these questions.

Fourth.—To know the teachings of the prophets from Moses to Malachi relating to Marriage.

Fifth.—To investigate the teaching and practice of Churches and preachers as compared with the Biblical standards, and the

practices of lawyers and judges as compared with the legal standards.

Sixth.—To petition the Congress for an amendment to the Federal Constitution, to serve as a basis for the Federal Law on Marriage and Divorce.

Two Points to Win

The next essential steps are,

One.—To create and to organize public sentiment in favor of better laws in State and Nation concerning Marriage and Divorce through State and local Committees, and to bring pressure to bear in such a way that the lawyers of the Legislatures and the Congress will gladly help to secure the progress toward better things for the people.

Two.—To enter at last the constructive era of national and international home building, with every marriage of world-wide validity and with the Children's Rights properly safeguarded.

First World's Congress

For the furtherance of this larger aim it is proposed to call the First World's Congress on Marriage and Divorce to be held in July, 1915, at San Francisco, in connection with the great Panama-Pacific Exposition.

Fifty-five Destructive Years

The growth of divorces in America from 1861 to 1915 is sufficient to demand a uniform Federal Law on all questions of Marriage and Divorce. The following table gives the exact data so far as they are available and a reasonable estimate for the other years based on the experience of the 40 known years, 1867 to 1906. This estimate is confirmed as far as possible by the facts reported from the States which publish annual statistics on this subject.

Our Conservative Estimate

Now, let it be noted and remembered, that the number of divorces estimated for the nine years, from 1907 to 1915, is two and one-half per cent. more conservative than the number we would have if the rate of increase were the same as that found by our government. In the forty years, from 1867–1906, the average rate of increase was 30 per cent. every five years, but the average rate of increase used in estimating for the years from 1907 to 1915 is only twenty-seven and one-half per cent. every five years.

A Mighty Whirlwind

Divorces granted in the United States of America:

1861	one year (estimated)..	7,114
1862—1866	five years " ..	42,979
1867—1870	four years (counted)..	43,850
1861—1870	ten years—total.....	93,943
1871—1906	36 years (counted)....	1,245,433
1907—1910	4 years (estimated)..	330,575
1911	" ..	92,438
1912	" ..	100,927
1913	" ..	106,053
1914	" ..	109,014
1915	" ..	113,118
1871—1915	Forty-five years.....	2,097,558

Two Million Divorces in 44 Years

A glance at the foregoing figures makes it reasonably certain that early in 1915 two million (2,000,000) divorces will have been granted in 44 years. According to the census of 1910 there were less than 18,000-000 married women in the United States of America, and none but a married person can be divorced.

Part of the Damaged Goods

Behold the mighty host! 4,195,116 adults divorced, 1,468,290 divorce orphans, a total of 5,673,406 persons made the damaged goods of the divorce courts in 45 years (1871 to 1915). In 1910 only two States had so great a population.

Fearful Work of 20th Century

But look at the results. By the end of another year 1,249,968 divorces will have been granted in the United States in the first fifteen years of the twentieth century. This means nearly 2,500,000 adults divorced, and 875,000 children needlessly robbed of one or both of their parents. Children by the hundred thousand are deprived of the love and care of both their parents more completely than if death had intervened. Then they had been only bereft. Now they are both deserted and dishonored.

Increase of Crime Among Children

The inevitable result of such wanton destruction of American homes has been an increase in the attendance at the reform schools, orphanages and the like at the rate of from 33 per cent. to 100 per cent. The data on which this statement is founded are collected from many States and show that from 25 per cent. to 50 per cent. of the present inmates of these insti-

tutions are from homes broken by separation.

875,000 Children Deserted and Dishonored in 15 Years

Count now the whole multitude that will soon have been injured by divorce in the Twentieth Century. 2,500,000 adults set free to remarry. 875,000 children orphaned. Total 3,375,000 persons in fifteen years (1901–1915). Only a few states in the Union have a total population as great as this throng.

Individualism Gone Mad

In behalf of tens of thousands of innocent women who are annually deprived of their husbands by fraud, and a mightier army of children whose support is unloaded on society, mothers and children frequently alike becoming criminals, delinquents and dependents because they are needlessly robbed of their lawful supporter, in the sole interests of the gratification of his lusts—in behalf of these innocent and injured ones we have joined issue with the apostles of free love and free alliance in Church and State.

Hasty Marriage and Fraudulent Divorces

We have ascertained beyond peradventure that hasty and ill considered marriages, often consummated by elopement, and fraudulent divorces, frequently obtained by migration from one State or County to another, are important factors in enhancing the growth of divorce. We suggest the following remedies, and therefore, in forming the Federal Law we shall ask Congress to so frame it as to provide,

Checks to Migratory Marriages

First.—That at least 15 days' notice must be given to the County Clerk or other issuing officer before a marriage license can be granted.

Second.—That the marriage license must be obtained in the county that is, and has been, the residence of one of the parties for at least thirty days next preceding the granting of the license.

Third.—That the marriage must be celebrated in the county in which the license is issued.

Checks to Fraudulent Divorces

Fourth.—That every case for Divorce or for Annulment of Marriage must be heard in the county that is the domicile of the parties, or where the crime against the matrimonial tie was committed.

Fifth.—That the Federal attorney shall investigate every application for Divorce or Annulment of Marriage, and shall have at least thirty days therefor before the case can be heard in court.

Sixth.—That all cases for Divorce or Annulment of Marriage shall be heard in the United States Circuit Court.

Seventh.—That it shall be the duty of the Federal Attorney to promptly institute proceedings for fraud and perjury, and to secure the punishment of such fraud and perjury in any case where he may discover that the parties to the divorce proceedings or either of the said parties have been guilty of this crime.

Eight.—That it be the duty of the Federal Attorney to hand over to the prosecuting attorneys of the several States all evidence of any crime committed against and punishable only by State Law that may be uncovered by his investigation.

A Fight for Existence

The day for comedy and joking about these serious crimes against innocent women and children is long past. The time for hard fighting is fully come! If the men and women of the Nation, who love the home, desire to protect the Nation's honor and its very life from utter destruction, they must bestir themselves.

Over one million Americans divorced in five years!

What will the American People do to the Lawyers who are responsible for this wreckage of homes by framing and keeping our perverted and discordant laws on marriage and divorce?

What will they do to better the laws that are making over 350,000 divorce orphans in five years (1911–1915)?

What will they do to better the ideals of the Protestant Preachers, so many of whom gladly welcome any and every strange couple that comes to their doors asking the sanctions of the Holy Gospel to a union whose real nature is all unknown to the Preacher? Several States report from 35 per cent. to 70 per cent. of re-marriages among divorced persons and that preachers are not careful.

The time has come for action. Upon every State the curse of the needlessly divorced home has brought this blight. The life of our Nation is in danger—will not you who love your country help to safeguard her homes?

Francis Miner Moody,
Executive Secretary.

Chicago, Illinois,
February 23rd, 1914.

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